

X. PLAN FOR USE OF FUNDS
D. Plan for Implementation of Transformation Model
Bay View

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

Bay View

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> <p>By the close of the 2010-2011 school year, the proficiency rate in reading will be 39% as measured on the November, 2011 WKCE.</p>	<u>WKCE</u> <p>Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 66% of the 10th grade students were not proficient. In 2008-2009, 57% of the students were not proficient. In 2009-2010 64% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grade from: Test A(313) to Test B (325) (+12), Test B (325) to Test C (329) (+4). Overall average scale score growth increased 16 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 14% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>

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EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

LITERACY CLIMATE GOALS**ATTENDANCE**

Overall student attendance will increase by 10 percentage points from 77% to 87% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bay View's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Bay View's 2009-2010 attendance rate was 77% compared to 80% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 5,678 suspensions occurred. 82% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 82% to 72% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison on disciplinary referrals to the office for learning

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	Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 8 to 6.	<u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 70 teachers at Bay View averaged 16 days of absence over the past two years.	<u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.
2011-12 <u>WKCE</u> By the close of the 2011-2012 school year, the proficiency rate in reading will be 44% as measured on the November, 2012 WKCE.	<u>WKCE</u> Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 66% of the 10 th grade students were not proficient. In 2008-2009, 57% of the students were not proficient. In 2009-2010, 64% of the students were not proficient.	<u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.
<u>BENCHMARKS</u> The number of 9 th -12 th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	<u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 9 th – 12 th grade students. This change in the screener will allow schools to make data driven decisions for all students.	<u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.
<u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.	<u>TEST PARTICIPATION</u> Student test participation on the 9 th grade Discovery Learning Think Link. Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 14% of the students were not tested in reading.	<u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.

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EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

(Weekly)

Review Esis grade book data.

ATTENDANCE

Overall student attendance will increase by 8 percentage points from 87% from the previous school year to 95% by the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bay View's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Bay View's 2009-10 attendance rate was 77% compared to 80% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in Bay View's learning environment will decrease by 10 percentage points from 72% to 62% by the completion of the 2011-2012 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on

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	Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	disciplinary referrals to the office for learning environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 6 to 4.	<u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 70 teachers at Bay View averaged 16 days of absence over the past two years.	<u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.
2012-13		
<u>WKCE</u> By the close of the 2012-2013 school year, the proficiency rate in reading will be 54% as measured on the November, 2013 WKCE.	<u>WKCE</u> Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 66% of the 10 th grade students were not proficient. In 2008-2009, 57% of the students were not proficient. In 2009-2010, 64% of the students were not proficient.	<u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.
<u>BENCHMARKS</u> The number of 9 th -12 th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	<u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 9 th – 12 th grade students. This change in the screener will allow schools to make data driven decisions for all students.	<u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.
<u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.	<u>TEST PARTICIPATION</u> Student test participation on the 9 th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 14% of the students were not tested in reading.	<u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.

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<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>(Weekly) Review Esis grade book data.</p>
<p><u>LITERACY CLIMATE GOALS</u></p>		
<p><u>ATTENDANCE</u></p> <p>Bay View will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Bay View's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.</p> <p>Bay View's 2009-10 attendance rate was 77% compared to 80% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly) Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions in Bay View's learning environment will decrease by 10 percentage points from 62% to 52% by the completion of the 2012-2013 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly) Monthly comparison report on disciplinary referrals to the office for</p>

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	Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	learning environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 1 day each year for 2012-2013 from 4 to 3.	<u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 70 teachers at Bay View averaged 16 days of absence over the past two years.	<u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.

Mathematics Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 23% as measured on the November, 2011 WKCE.	<u>WKCE</u> Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10 th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.	<u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.
<u>BENCHMARKS</u> The number of 9 th -12 th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.	<u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9 th graders, from: Test A(292) to Test B (325) (+33); Test B (325) to Test C (320) (-5). Overall average scale score growth increased 28 points. The 2010-2011 universal screener will be required of all 9 th – 12 th grade students. This change in the screener will allow schools to make data driven decisions for all students.	<u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.
<u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.	<u>TEST PARTICIPATION</u> Student test participation on the 9 th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 15% of the students were not tested in mathematics.	<u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9 th -12 th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.

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Mathematics Goal	Rationale	Evaluation Methods
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly)</p> <p>Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>
<u>MATHEMATICS CLIMATE GOALS</u>		
<p><u>ATTENDANCE</u></p> <p>Overall student attendance will increase by 10 percentage points from 77% from the previous school year to 87% by the completion of the 2010-2011 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Bay View's 2009-10 attendance rate was 77% compared to 80% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions in Bay View's learning environment will decrease by 10 percentage points from 82% to 72% by the completion of the 2011-2012 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

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Mathematics Goal	Rationale	Evaluation Methods
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 8 to 6 .</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 70 teachers at Bay View averaged 16 days of absence for the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly)</p> <p>Teacher absence rate report.</p>
<p><u>2011-12 WKCE</u></p> <p>By the close of the 2011-2012 school year, the proficiency rate in mathematics will be 28% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually)</p> <p>Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly)</p> <p>Review of Esis grade book data.</p> <p>(Monthly)</p> <p>Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link. Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 15% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly)</p> <p>Schools will complete a plan of compliance to ensure 100% participation.</p>

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Mathematics Goal	Rationale	Evaluation Methods
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>(Weekly) Review of Esis grade book data.</p>
<u>MATHEMATICS CLIMATE GOALS</u>		
<p><u>ATTENDANCE</u></p> <p>Overall student attendance will increase by 8 percentage points from 87% to 95% by the completion of the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Bay View's 2009-2010 attendance rate was 77% compared to 80% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly) Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions in Bay View's learning environment will decrease by 10 percentage points from 72% to 62% by the completion of the 2011-2012 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

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Mathematics Goal	Rationale	Evaluation Methods
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 6 to 4.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 70 teachers at Bay View averaged 16 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
2012-13		
<p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in mathematics will be 35% as measured on the November, 2013 WKCE.</p>	<p><u>WKCE</u></p> <p>Bay View's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered annually in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link. Benchmark test has been less than 95%. The March 2010 benchmark participation at Bay View indicated 15% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>

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<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 77, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services to those students to enhance their potential for success.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>(Weekly) Review of Esis grade book data.</p>
<p><u>MATHEMATICS CLIMATE GOALS</u></p>		
<p><u>ATTENDANCE</u></p> <p>Bay View will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Bay View's 2009-10 attendance rate was 77% compared to 80% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly) Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions in Bay View's learning environment will decrease by 10 percentage points from 62% to 52% by the completion of the 2012-2013 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

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<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 1 day each year for 2012-2013 from 4 to 3.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 70 teachers at Bay View averaged 16 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
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Requirement: Replace the principal who led the school prior to the commencement of the transformation model.

Funds Requested for 2010-11: \$0

Activities for 2010-11	Timelines
<p>Rationale: The current principal, Robin Kitzrow, was placed at Bay View High School on July 1, 2008 for the purpose of implementing school reform efforts. The principal will work closely with Cambium Learning Group to transform Bay View under the requirements of the proposed intervention model as developed by the United States Department of Education. Her current administrative specialist reports that Ms. Kitzrow saw a need for stronger academic options for the students who attend her school. In addition, she also noted the need to tighten day-to-day operations of the entire school from a student and a teacher point of view. During her two year tenure at Bay View, Ms. Kitzrow has accomplished the following:</p> <ul style="list-style-type: none"> • required that all department chair persons apply for their position. She appointed them to their positions based on the interview results. • redesigned the learning team to include every department chair person. This ensured that the information shared at team meetings filtered down to the rest of the faculty through their departments. This has led to improved communication and collaboration among the Department Chairpersons by submitting monthly Department meeting agendas and minutes of which are posted on the Bay View Learning Community website. Also, Department Chairpersons, who are full Learning Team members have been introduced to the EdStat Data Analysis Model (Plan Do Study Act) as well as learning how to navigate the district's data systems/tools for school behavior, school climate and academic data. • provided rich feedback to teachers including recommendations for improvement. She has placed teachers on plans for assistance and worked closely with them to help them achieve. She also has referred teachers to the Teacher Evaluation and Mentoring Program (T.E.A.M.) program and worked closely with the T.E.A.M. mentor and the teacher to help the teacher reach his/her professional goals as well as assist him/her with implementing classroom practices that will support gains toward student achievement. • Actively solidified partnerships with the Association of General Contractors [AGC], Project Lead the Way in order to build the Building, Architecture, Technology Leadership Academy [B.A.T.]. • Actively solidified the acceptance of the National Academy Foundation [N.A.F.] to launch the new Academy of Engineering. The Academy of Engineering supports 9th – 12th graders with a detailed cross – curricular focus [reading, math, science, social studies, language arts] designed to engage and encourage students to consider Engineering as a viable career option upon graduation. N.A.F. Academy partners with Bay View to annually assess the academic and behavioral backgrounds of students to ensure equity around students participating in the N.A.F. Academy. The planning phase of N.A.F. occurred during the 2009 -2010 school year and implementation is scheduled for the 2010 – 2011 school year. • Worked very closely with Fritsche Middle School to begin the process of merging the schools into a 6-12 program. She has programmatic plans in place to increase academic options for all students: N.A.F. Academy, Project Lead the Way Labs [2], 	<p>2010 – 2013 - ongoing</p>

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Building, Architecture, Technology Leadership Academy [B.A.T.], Fine Arts program, Discovery World partnership.

- Built capacity in the community in her quest to develop plans for the 6-12 school. She included teachers, parents, and community members and considered all feedback when the plan was developed.
- Implementation of a staff breakfast and distribution of professional materials to motivate teachers and increase morale.

Data Analysis: Prior to being assigned as the principal of Bay View, Ms. Kitzrow served as principal of Fritsche Middle School for seven years. 8th grade WKCE proficiency data at Fritsche Middle School in math for the 2007-2008 academic year was 49%; 2008-2009 it was 52%, a percentage point increase of 3%. Reading for the 2007-2008 academic year was 60% and for the 2008-2009 academic year 59%, a percentage point decrease of 1%.

Mathematics benchmark data as reported in the last testing window for Bay View in the 2008-2009 academic year increased by 17.3% from May 2008-2009 (4.9%) to May 2009-2010 (22.2%). Reading increased by 10% from 18.4% in May 2008-2009 to 29.2% in May 2009-2010. The gains that were made relative to the aforementioned benchmark data can be attributed to the collaborative efforts that were implemented in support of Operation grade 9. It is a progress monitoring system where students assess themselves, set goals and track their academic growth on the benchmark assessments.

Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Funds Requested for 2010-11: \$64,436

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Site administrators will provide yearly evaluations of department chairs to determine if they will continue in the role based on increasing student achievement.		June 2010
The evaluation system for teachers will incorporate a variety of evaluation methods established around critical components of the transformation model. Effectiveness will be evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Achievement growth is measured using value-added methodology. Cambium will provide evaluation frameworks for instructional staff that can be incorporated into the existing MPS evaluation system.		Ongoing, starting September 2010 with value-added component planned during 2010 - 2011 and implemented 2011-2013
Per a Memorandum of Understanding (MOU) with the MTEA, a joint labor management committee will be formed no later than June 30, 2010, that will consist of Milwaukee Public School's (MPS) and Milwaukee Teacher's Education Association (MTEA) representatives, Department of Public Instruction (DPI) advisors, and district retained independent experts to develop a teacher performance evaluation system in which teacher impact on student achievement is a significant factor. The evaluation system will include an expedited method for removal of teachers who do not positively impact student achievement from district and state-identified low-performing schools. The committee will conclude its work no later than April 15, 2011. All teachers assigned to Bay View will be evaluated using the new evaluation system commencing with the 2011-2012 school year.		

Requirement: Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.

Funds Requested for 2010-11: \$64,436

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Staff members who represent the respective departments will determine the criteria of a reward system to increase student achievement that includes: the MPS instructional observation form, a rubric as designed by Cambium, school wide student value added gains and classroom value added gains. On a monthly basis, departments will analyze student data, reflect on classroom practices and discuss strategies to meet their quarterly incentive goals. A system will be instituted which will reward teachers who demonstrate significant student achievement growth based upon identified assessment tools.		September 2010-June 2012
Principals will earn incentives based on their performance with 75% earned based on school-		Planning and professional

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wide value-added on SIG achievement and attendance goals. The other 25% can be earned based on principal evaluation.	development 2010-2011 Implementation 2011-2013
Systems for recruiting, promoting, supporting, evaluating and compensating teacher teams will be developed and intentionally aligned to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers in high-need schools.	Developed by February, 2011
Interviews for highly qualified teachers will be conducted per MOU in Appendix D.	Ongoing from 2010 -2013
Staff luncheons/professional materials will be provided for teachers, paraprofessionals, secretaries and safety personnel each semester. They will receive recognition for how they have improved student achievement, including rewards for specific growth, such as improved student attendance, improved universal screening scores, and improved GPA's.	Ongoing starting September 2010
Staff readiness for change will be assessed three times per year to monitor motivation.	September, February, May each year
Requirement: Provide ongoing, high-quality, job-embedded professional development.	
Funds Requested for 2010-11: \$644,362	
Activities for 2010-11	Timelines
A Memorandum of Understanding has been developed to support mandatory professional development for staff.	September 2010-June 2011
Bay View staff members will engage in district level professional development sessions related to the newly adopted Comprehensive Literacy Plan. The Cambium literacy curriculum will be aligned with the district wide Comprehensive Literacy Plan.	Summer 2010
Weekly embedded mandatory professional development sessions will be provided for the following staff members: all teachers, Instructional Coach, Math Teacher Leader and all administrators. Professional development sessions will be geared toward best practices in instructional technology; best practices in teaching low income and minority students; differentiated instruction based upon student data; meeting the goals of students with special education needs and meeting the needs of bilingual and ELL students. A math teacher leader position is being included to provide professional development to teachers.	Ongoing, starting September 2010
Weekly mandatory professional development follow-up will engage teachers in observing colleagues teaching using the methods covered in professional development. Cambium will provide technical support as it relates to areas where teachers are being challenged in the classroom. Cambium will monitor technical support as it relates to professional development based on student work and descriptive feedback provided to teachers.	Ongoing, starting September 2010
Four days of mandatory professional development will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by Cambium facilitators will allow teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using Cambium instructional components and engage in collaborative decision making and planning. During the pre-service one -to four -day workshops, content area teachers of 9 th grade students will receive subject- and grade-specific professional development. Professional development will also be provided to all teachers in the characteristics of adolescents, cooperative learning strategies, the Cambium school climate program, use of Early Warning Indicators (EWI's), teaching in the 90-minute period, ABABA block schedule and other topics identified through a needs assessment. Instructional coaching support will be provided across all content areas in mathematics, reading, English language arts, science and history to ensure a sound implementation in the instructional program and provide high quality grade specific support. (Cambium & Bay View)	August 2010
The staff and administration of Bay View participated in (February, March, May, June, July & August 2010) professional development sessions to introduce the tenets of Positive Behavior Intervention Supports (PBIS). Staff members will provide feedback and additional ideas around implementation of PBIS for the 10-11 academic year. Monthly PBIS sessions will be attended	September 2010

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by students, staff and administrators. The PBIS team (principal, assistant principal(s) safety, violence free zone personnel, building committee member(s), guidance, social worker and classroom teachers) will monitor the progress of PBIS on a monthly basis. Bay View support staff will provide PBIS professional development on Banking Days.	
When the school year begins, Bay View support staff in collaboration with Cambium staff will provide weekly job-embedded professional development, including collaborative planning, teaching, modeling new lessons, instructional strategies for teachers and guided reflection with teaching staff. Student outcome data and the evaluation of implementation will guide the scope and sequence of professional development activities. The vendor will provide mandatory individualized professional development to administrators who will visit each 9 th , 10 th , 11 th and 12 th grade classroom to observe and provide descriptive feedback to teachers who are challenged with implementation of the reform efforts. Beginning the week of September 14, 2010, individualized professional development and ongoing follow-up will occur until the teacher improves his/her instructional strategies and demonstrates growth in student achievement. Evidence of student achievement will be based on student work and formative assessments as agreed upon by each department. Cambium will also provide ongoing technical assistance aimed at building the capacity of Bay View's staff aligned with Cambium's model.	September 2010 – June 2012
Professional development opportunities will be explored and initiated for Bay View staff who directly support ELL/ESL students as aligned with the reform efforts. Professional development will be provided to regular education teachers to ensure that they have a level of understanding of ELL/ESL student needs in general education. Opportunities for regular education teachers will be provided for planning and implementation of research based strategies to effectively serve the ELL/ESL population. Cambium will monitor the impact of the professional development on a 6 week basis based on student work.	September 2010-June 2012
The regional administrative team will work with Bay View and the district to ensure quality programming for all ELL/ESL students.	2010 - 2013
Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.	
Funds Requested for 2010-11: \$90,210	
Activities for 2010-11	Timelines
As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmarks, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.	September 2010-June 2011
A climate committee will be formed to proactively address teacher absences.	September 2010-June 2011
As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.	September 2010-June 2013
The principal will utilize MPS' Eroster, the Department of Public Instruction website in collaboration with Milwaukee Public School's, Department of Human Resources before the beginning and during the school year to ensure that 100 percent of their teachers are licensed for their assignment. In an effort to eliminate emergency licensed teachers and given the availability of highly qualified teachers, the MPS Director of Human Resources believes that they will be able to appropriately fill known vacancies.	Twice every term (every 9 weeks)
Per MOU with MTEA, there will be an interview process for all vacant teaching positions. All currently assigned teaching staff who believe they are not compatible with the reform framework will be encouraged to request a voluntary transfer or to notify the principal at the earliest opportunity of their request to excess themselves. During the interview each item identified for transformation will be discussed to ascertain whether the individual wishes to continue to work at the "new" Bay View.	May/June 2010
The selection process for high performing classroom teachers who will serve as mentors will be based on student data. New teachers or initial educators will receive mentoring based on student	September 2010-June 2012

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achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan. Additional resources and support to enhance classroom instruction in the areas of Literacy and Mathematics will also be provided. Monitoring will occur on a monthly basis by school based administrators, department chairs and Cambium. Evidence can and will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s).	
The interview panel will create locally adopted criteria for interviewing new teachers. These criteria will address the candidate's commitment to reform and may include writing samples, classroom observations and checking references.	June 2010-June 2012
Hire one full-time in-house substitute teacher through the interview process who will participate in all faculty professional responsibilities and professional development. In-house substitute teachers will be evaluated by the same performance measures as the other teaching staff.	September 2010-June 2010
On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model. Bay View's Curriculum Generalist will collaborate with Cambium's team to coordinate and monitor on a monthly basis.	Ongoing, starting September 2010
Requirement: Use data to identify and implement an instructional program.	
Funds Requested for 2010-11: \$89,371	
Activities for 2010-11	Timelines
Cambium will provide researched-based curricula support and instructional strategies aligned with the Comprehensive Literacy Plan and mathematics. Cambium will provide additional assistance/support for non proficient students needing double or triple doses of reading and/or math.	September 2010-June 2012
Read 180 will support non-proficient and special and regular education students.	September 2010-June 2012
Math and reading universal screener scores will be analyzed to inform instruction across the curriculum by Bay View staff in conjunction with Cambium staff.	Ongoing, quarterly, starting in September 2010
Local Writing on Demand writing prompts based on the 6 Traits of Writing will be administered and scored 6 times throughout the year for all 9 th and 10 th grade students. Teachers will utilize the results to inform and guide instruction in writing. This will be monitored by the Curriculum Generalist, Cambium's Reading Director and driven by English teachers.	Ongoing, starting in September 2010
Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with Cambium and the district level Curriculum Generalist to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. The data will be collected by the Curriculum Generalist and Cambium's Team. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, Cambium's Team, the Math Teacher Leader and the Curriculum Generalist.	Ongoing, starting in September 2010
A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. Violence Free Zone Youth Advisors, Social Worker, School Psychologist, Guidance counselors and Cambium staff will lead and monitor the early warning system data on a 6 week basis.	Ongoing, starting in September 2010
Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.	Ongoing, starting in September 2010
The Cambium on-site facilitator will be responsible for collaborating with teaching, administrative, and support staff regarding all data driven activities, including data collection,	Ongoing, starting in September 2010

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analysis, interpretation and linking data to interventions and student achievement.	
Cambium staff will conduct a school needs assessment with staff and students to determine areas of strength and high priority areas for improvement, including identifying barriers that prohibit all students from achieving at high levels. Non-proficient 9 th grade students will participate in a 1 st semester freshmen seminar course. Freshmen seminar is a course designed by Johns Hopkins to promote a successful transition from middle to high school. The course was created to expose students to social and academic skills and increase their understanding of what will be expected of them during their high school experience. Students will participate in report conferences every six weeks in homerooms administered by homeroom teachers. Guidance counselors and assistant principals will be responsible for monitoring with support from Cambium staff. Each student identified as needing intensive support will be partnered with a Violence Free Zone Youth Advisor.	September 2010-June 2012
Requirement: Promote the continuous use of student data to inform and differentiate instruction.	
Funds Requested for 2010-11: \$141,760	
Activities for 2010-11	Timelines
If schools do not meet 95% test participation as determined by corrective action mandates, schools will work with the DIFI Supervisor to develop and submit a plan of compliance.	September 2010-June 2013
Teacher absenteeism data will be analyzed on a monthly basis by a climate committee.	September 2010-June 2013
Leaders and instructional teams in Cambium schools will use common planning time to analyze course performance, attendance and behavior data to assess student progress and coordinate individualized responses. Cambium data analysis capacity offers schools regular snapshots of performance indicators.	September 2010-June 2012
<p>At Tier I, differentiated instruction and scaffolding will be provided for all students. Students identified as at-risk in Tier I will receive an intervention aligned to their area of need. Student progress will be implemented by the classroom teacher and monitored by the RtI specialist.</p> <p>Use the Response to Intervention (RtI) framework to identify at-risk students and provide Tier III individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted Exceed data base. The specialist will share the information with the core Regional Administrative Team and Cambium's on-site coordinator. The Regional Administrative Team and the site-coordinator will review the data and create a plan for providing technical assistance. Movement of students between the tiers will be monitored on a monthly basis. The data will be shared with Bay View's administrative team which will be responsible for providing feedback to teachers who are being challenged by implementation of RtI.</p> <p>Students who are identified in the Early Warning System will receive intervention supports at RtI Tier II. If the data is inconsistent, technical assistance will be provided at the teacher level to ensure fidelity. This information will also be shared with school based administrators.</p> <p>On a monthly basis, Bay View's Learning Team, and Cambium will collaborate with the RtI specialist to implement the Ed Stat framework: (1) analyze student level data on attendance, behavior, and course passing during teacher team meetings, held during common planning time, (2) after identifying students in need of Tier II and Tier III interventions, discuss and assign interventions and follow-up with struggling students, (3) continue to follow changes in student level data at bi-weekly meetings; have educators assigned to implement interventions, provide updates on student progress and (4) revise interventions or assign new interventions for students who do not show improvement; celebrate successes of students who get back on track for graduation.</p>	<p>September 2010-June 2011</p> <p>Weekly and monthly within the RtI framework.</p>
Staff will use multiple data sources to assess student achievement and drive classroom instruction, including classroom assessments based on standards (CABS), universal screener, WKCE, and ACT. The vendor will provide support in the use of data to inform classroom instruction, department work and building decisions.	Ongoing, starting September 2010
Students who are proficient or advanced will be offered the opportunity to register for advanced	September 2010-June 2010

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placement courses. The number and percentage of students who are enrolled in advanced placement courses will be monitored on a semester basis by Guidance Counselors.	
Requirement: Establish schedules and strategies that provide increased learning time.	
Funds Requested for 2010-11: \$75,711	
Activities for 2010-11	Timelines
A Memorandum of Understanding has been developed to facilitate 90 minute block schedules.	September 2010-June 2011
Cambium schools' extended class period of 90 minutes in an ABAB block schedule allows time for differentiated instruction and double doses of math and English; an optional ABAB+1 (zero hour) format extends the school day with advisories, arts, enrichment and college/career counseling and credit recovery courses often taught by community members.	September 2010-June 2012
Cambium works with schools to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, parental involvement community partnership development and collective bargaining.	September 2010-June 2012
The school will offer added instructional time by operating an ABAB (90 minute instructional blocks during the school day) +1 (zero hour, after school or tutoring during the lunch hour) for 9 th , 10 th , 11 th and 12 th grade students.	September 2010-June 2012
Create a master schedule that is student focused to strengthen their academic weaknesses and accelerate their strengths. Double dose classes in reading and mathematics will be scheduled for all non-proficient 9 th graders. In-class tutoring and academic support efforts will be coordinated and monitored by Cambium/Educate Today members for Tier II and Tier III students.	September 2010-June 2012
Cambium will convene all college access providers that serve Bay View High School students and other stakeholders to develop a comprehensive college awareness strategy that continues to graduation. This comprehensive college awareness strategy is embedded in the coursework offered within the master schedule.	September 2010 – June 2011 planning September 2011- June 2012 implementation
Cambium will conduct a data analysis to better understand the population of over-age and under credited students and develop a multiple pathways strategy to address their needs in the master schedule.	September 2010 – June 2012
Bay View High School will implement a student efficacy program to enhance their leadership skills (e.g.) self monitoring of their own learning, goal setting, attendance, and behavior for all students. Students will participate in report card conferences and progress monitoring every six weeks in homerooms administered by homeroom teachers. Guidance counselors and assistant principals will be responsible for monitoring with support from Cambium staff. Each student identified as needing intensive support will be partnered with a Violence Free Zone Youth Advisor.	September 2010 – June 2012
Implementation of a mandatory Saturday Academy to provide relevant and rigorous instruction and interventions in literacy and math for all 9 th graders and 10 th grade repeaters. The Assistant Principal will monitor student's progress using the universal screener and the Early Warning System. Teachers will be licensed and certified in their content area. Student's self-assessment will be embedded in their sessions each Saturday.	August 2010 – June 2012
In addition to the district adopted Freshman Summer Academy, Bay View High School will enhance this offering by including 10 th grade repeaters. Students will participate in rigorous and relevant coursework in the areas of literacy and math. Students will receive professional development in efficacy. They will learn how to progress monitor and become classroom/student data managers. Research based materials and curriculum will be provided by Johns Hopkins. Courses will be taught by licensed staff.	August 2010 – August 2012
Implementation of Credit Recovery after school for all students who have not mastered course work expectations from the previous semester. The primary focus will be rigorous and relevant course work in the areas of literacy and math. The assistant principals and academic coordinator	October 2010-June 2012

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will monitor progress using the Early Warning System. Courses will be taught by licensed staff.

Requirement: Provide ongoing mechanisms for family and community engagement.

Funds Requested for 2010-11: \$38,661

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Parents will be invited from respective regions (north, south, east, west) of the community four times a year (twice a semester) informing them of the newly adopted reform efforts and strategies they can utilize to collaborate with Bay View to ensure that their children are on target to become proficient. Conversations will center around parental involvement, credit recovery, graduation requirements, attendance, the Early Warning System, universal screening data and other indicators that are critical to student's graduating from high school. This activity will be supported by the parent coordinator and Cambium/Educate Today. Cambium will measure the impact at the end of each semester by reviewing and analyzing data tracked through the Early Warning System.		September 2010 November 2010 January 2011 March 2011
A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.		September 2010-June 2013
Cambium format extends the school day with advisories, arts, enrichment and college/career counseling often taught by community members.		September 2010
Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, after third Friday enrollment, all freshmen students and their parents will be expected to participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be provided and monitored by Cambium and Bay View guidance counselors and assistant principals at the end of each semester.		During summer freshman orientation: "Freshman Connection" August 2010 September 2010
Parents will be invited to 6 Family Literacy sessions. . They will receive information regarding strategies they can use to assist their children in school. Parents who participate in the Family Literacy sessions will receive information regarding Parent Link, Parent Assist, Naviance universal screeners and individualized student information based on the performance of their child[ren] at that time. Cambium/Educate Today volunteers will collaborate with the teachers of the students to secure information regarding student performance (academic, behavior, attendance). Cambium parent liaison will follow up with the parents via e-mail or with telephone calls and keep a log.		Sept. 27, 2010 Oct. 26, 2010 Nov. 29, 2010 Feb. 28, 2011 March 29, 2011 April 28, 2011
A rubric will be created to increase student and parent knowledge relative to credit attainment and course requirements to ensure that students are on track for graduation by the end of each school year. Parents will be provided with an opportunity to engage in hands-on learning on Naviance (a postsecondary planning tool; Appendix N) at least twice a year. This will be monitored by Cambium directors, Guidance Counselors, and Assistant Principals overseen by the Cambium on-site coordinator.		September 2010/ March 2011
Cambium will convene bi-monthly community meetings to connect with respective community based organizations/local businesses to collaborate with schools, monitor attendance and provide rewards and incentives for students. Cambium will also plan a Service Learning Day for Bay View. This will connect students and the community through a Service Learning Project.		October, December, February, April, June
Parent Action Team for Partnership will meet monthly to create and sustain parent and community partnerships. Bay View currently partners with the Bay View Neighborhood Association and the Bay View Neighborhood Watch.		September, October, November, December 2010 and January, February, March, April, May, June 2011
Cambium includes parental involvement at every phase of the transformation effort and will assist in developing a home/school committee, formed with administrator, teacher, and parent representation. Monthly professional development will be provided to help this committee: (1)		August 2010-June 2012

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articulate goals; (2) identify key concerns; (3) provide programs or activities to mitigate key concerns, (4) open lines of communication between parents and educators and (5) foster parents as their child's first teacher.	
Cambium will assist Bay View High School to establish an action-oriented process for tracking and resolving initial complaints from parents, families and students. This will be monitored on a monthly basis by Cambium. An electronic data log will be created to store information. The school secretary will send a survey to the parent, family or student to ensure their needs have been met.	September 2010 – June 2012
Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.	
Funds Requested for 2010-11: \$64,436	
Activities for 2010-11	Timelines
The eight region structure in the district provides school leaders with accountability and support. School leaders and administrators will work with their Regional Executive Specialist to ensure flexibility in budgeting, staffing, programming and professional development. Monthly operational flexibility meetings in the Metro region with the Regional Executive Specialist, Special Education Leadership Liaison (S.E.L.L.S.), and District Identified for Improvement (D.I.F.I.) supervisors for principals will focus on operational flexibility.	August 2010 – June 2013
In order for Bay View High School to maximize instructional time and ensure equity between Bay View and other early start schools, the school day must begin at 7:35 a.m. This will enhance Bay View's capacity to build a systemic curricular and extra curricular experience for all students. High schools in the surrounding area have an earlier dismissal time. Bay View's current schedule as it relates to instructional time requires that students who want to participate in extra curricular activities miss significant class time. This occurs when they attend events that take place during current school hours. Also beginning the school day earlier provides Bay View with greater flexibility in scheduling zero hour.	August 2011 – June 2012
Cambium will coordinate school site tutoring after school and during lunch.	September 2010
Summer institute for incoming freshmen and a school-wide summer reading program.	August 2010
Cross-curricular academy teams will meet once a week for common instructional planning, writing assessments, reviewing student work, and addressing student learning needs. The Bay View Learning Team will meet monthly to address the same issues and to update progress in each area listed above.	Ongoing, starting in September 2010
Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	
Funds Requested for 2010-11: \$75,711	
Activities for 2010-11	Timelines
Partnering with Cambium provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure effective and efficient implementation of reform strategies (organizational and instructional) aligned with the work cited in Cambium's proposal.	July 2010-June 2012
A request for proposal process following procurement policies will be used to determine a quality, experienced technical assistance provider for the transformation model.	March/April 2010
A contract will be drafted and submitted to the provider selected through the open RFP process.	May/June 2010
Secure vendor to provide technical assistance.	May 2010
Notify the school of the vendor's decision to support the school in their transformation efforts.	July 2010
The district management team will provide oversight, technical assistance and increased accountability for the duration of the grant.	July 2010 – June 2012
To strengthen the ability of the current principal to serve as a change agent during the	July 2010 – June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bay View

transformation process, to build the capacity of the school's leadership team, and to increase the effectiveness of the instructional staff at Bay View High School, Cambium Learning and National Academic Educational Partners will assign a Chief Turnaround Officer. The Chief Turnaround Officer will serve as a mentor/coach by working directly with Ms. Kitzrow and the leadership team to ensure compliance with transformation federal guidelines and fidelity of implementation of the transformation plan submitted to the State of Wisconsin, as outlined by the United States Department of Education.	
The Chief Turnaround Officer that will be assigned to Bay View will have documented successful experience as a change agent to include demonstrated success in improving student achievement in low performing schools in urban districts. The Chief Turnaround Officer will begin mentoring and coaching supports upon confirmation of the partnership.	July 2010 - June 2012
Professional development in Project Management will be required for administrators to ensure successful implementation of the reform efforts. A clear, concise and detailed plan will be crafted to build capacity within the school building to increase student achievement. This will be implemented and monitored by Cambium's Chief Turnaround Officer.	September 2010 - June 2012
Other LEA Activities	
Funds Requested for 2010-11: \$0	
Activities for 2010-11	Timelines
The regional administrative team will ease the transition of the middle school into the building by ensuring facility changes as needed, as well as ensuring that both schools hold a series of parent orientation meetings to ensure that parents are well informed as it relates to the merging of the two school and the reform efforts that will result in their children receiving a quality education.	August 2010
A New Leader Assistant Principal is assigned to work with Bay View's administrative team to support the reform effort.	September 2010-June 2011
A transition team for eighth grade students and staff will be initiated by the two building administrators to build capacity for the reform efforts.	February 2011
Common professional development will occur at the end of the school year for the middle and high school. The focus of the reform will be at the high school level. Implementation of vertical alignment to prepare middle school students for high school will support student achievement.	May/June 2011
Continue Fritsche's Tier III supports for 2011 – 2013.	2011-2013
All corrective action requirements will be adhered to within the required timeline.	September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student attendance.	September 2010-June 2013
The school is a part of the regional efforts to support restorative practices for conflict resolution.	September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.	September 2010-June 2013
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.	September 2010-June 2013

X. PLAN FOR USE OF FUNDS
D. Plan for Implementation of Transformation Model
Bradley Tech

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name:

Bradley Tech High School

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in reading will be 38% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u> Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 68% of the 10th grade students were not proficient. In 2008-2009, 59% of the students were not proficient. In 2009-2010, 65% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener reading will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(311) to Test B (325) (+14). Test B (325) to Test C (328) (+3). Overall average scale score growth increased 17 points. The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% test participation.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

LITERACY CLIMATE GOALS

ATTENDANCE

Overall student attendance will increase by 10 percentage points from 76% to 86% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bradley Tech's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Bradley Tech's 2009-10 attendance rate was 76% compared to 78% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 2,424 total suspensions occurred. 78% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 78% to 68% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruption: last year to current year to date.

(Monthly)

Monthly comparison on disciplinary referrals to the office for environment

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

	<p>school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 14 to 12.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly)</p> <p>Teacher absence rate report.</p>
<p><u>2011-12 WKCE</u></p> <p>By the close of the 2011-2012 school year, the proficiency rate in reading will be 43% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 68% of the 10th grade students were not proficient. In 2008-2009, 59% of the students were not proficient. In 2009-2010, 65% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually)</p> <p>Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly)</p> <p>Review of Esis grade book data.</p> <p>(Monthly)</p> <p>Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly)</p> <p>Schools will complete a plan of compliance to ensure 100% test participation.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

ATTENDANCE

Overall student attendance will increase by 9 percentage points from 86% to 95% at the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bradley Tech's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Bradley Tech's 2009-10 attendance rate was 76% compared to 78% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in Bradley Tech's learning environment will decrease by 10 percentage points from 68% to 58% by the completion of the 2011-2012 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

	outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	to current year to date.
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 12 to 10 .</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly) Teacher absence rate report.</p>
2012-13		
<u>WKCE</u> <p>By the close of the 2012-2013 school year, the proficiency rate in reading will be 53% as measured on the November, 2013 WKCE.</p>	<u>WKCE</u> <p>Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 68% of the 10th grade students were not proficient. In 2008-2009, 59% of the students were not proficient. In 2009-2010, 65% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p>
<u>EARLY WARNING SYSTEM</u> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<u>EARLY WARNING SYSTEM</u> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The</p>	<u>EARLY WARNING SYSTEM</u> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

	frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.	(Weekly) Review Esis grade book data.
<u>LITERACY CLIMATE GOALS</u>		
<u>ATTENDANCE</u> Bradley Tech will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Bradley Tech's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not. Bradley Tech's 2009-10 attendance rate was 76% compared to 78% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison report on attendance: last year to current year to date.
<u>SUSPENSIONS</u> Suspensions in Bradley Tech's learning environment will decrease by 10 percentage points from 58% to 48% by the completion of the 2012-2013 academic year.	<u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is students referred to the office for discipline. Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	<u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. (Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2012-2013 from 10 to 8 .</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
<p>Mathematics Goal</p>	<p>Rationale</p>	<p>Evaluation Methods</p>
<p>2010-11 <u>WKCE</u></p> <p>By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 21% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u></p> <p>Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 74% of the 10th grade students were not proficient. In 2008-2009, 80% of the students were not proficient. In 2009-2010, 82% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(297) to Test B (333) (+36); Test B (333) to Test C (322) (-11). Overall average scale score growth increased 25 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students using similar data over a students' educational career.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students. administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

MATHEMATICS CLIMATE GOALS

ATTENDANCE

Overall student attendance will increase by 10 percentage points from 76% to 86% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bradley Tech's 2009-10 attendance rate was 76% compared to 78% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 2,424 total suspensions occurred. 78% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 78% to 68% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 14 to 12.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)
Teacher absence rate report.

2011-12

WKCE

By the close of the 2011-2012 school year, the proficiency rate in mathematics will be 26% as measured on the November, 2012 WKCE.

WKCE

Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 74% of the 10th grade students were not proficient. In 2008-2009, 80% of the students were not proficient. In 2009-2010, 82% of the students were not proficient.

WKCE

(Annually)
Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.

BENCHMARKS

The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.

BENCHMARKS

The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.

BENCHMARKS

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.

(Weekly)

Review of Esis grade book data.

(Monthly)

Formative assessments aligned to the standards.

TEST PARTICIPATION

100% of students will participate in the universal screener.

TEST PARTICIPATION

Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in mathematics.

TEST PARTICIPATION

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.

(Quarterly)

Schools will complete a plan of compliance to ensure 100% participation.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

MATHEMATICS CLIMATE GOALS

ATTENDANCE

Overall student attendance will increase by 9 percentage points from 86% to 95% at the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bradley Tech's 2009-10 attendance rate was 76% compared to 78% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in Bradley Tech's learning environment will decrease by 10 percentage points from 68% to 58% by the completion of the 2011-2012 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 12 to 10.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)
Teacher absence rate report.

2012-13

WKCE

By the close of the 2012-2013 school year, the proficiency rate in mathematics will be 36% as measured on the November, 2013 WKCE.

WKCE

Bradley Tech's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 74% of the 10th grade students were not proficient. In 2008-2009, 80% of the students were not proficient. In 2009-2010, 82% of the students were not proficient.

WKCE

(Annually)
Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.

BENCHMARKS

The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.

BENCHMARKS

The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.

BENCHMARKS

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.

(Weekly)
Review of Esis grade book data.
(Monthly)
Formative assessments aligned to the standards.

TEST PARTICIPATION

100% of students will participate in the universal screener.

TEST PARTICIPATION

Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Bradley Tech indicated 36% of the students were not tested in mathematics.

TEST PARTICIPATION

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.

(Quarterly)
Schools will complete a plan of compliance to ensure 100% participation.

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)
Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

MATHEMATICS CLIMATE GOALS

ATTENDANCE

Bradley Tech will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Bradley Tech's 2009-2010 attendance rate was 76% compared to 78% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in Bradley Tech's learning environment will decrease by 10 percentage points from 58% to 48% by the completion of the 2012-2013 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2012-2013 from 10 to 8.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 78 teachers at Bradley Tech averaged 14 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

Requirement: Replace the principal who led the school prior to the commencement of the transformation model.

Funds Requested for 2010-11: \$0

Activities for 2010-11	Timelines
<p><i>Tab from last cell below to add additional rows.</i></p> <p>Rationale: Mr. Kupka was selected to be principal at Bradley Tech at the beginning of the 2007-2008 school year. He previously worked as an engineer in private industry and served as principal at Kenosha Tremper. Mr. Kupka works collaboratively with the school's commission represented by business, education and government which serves as an advisory group to Bradley Tech. Mr. Kupka has the capacity to lead the staff and school community. He has instituted changes at Bradley Tech which have resulted in a calmer learning environment, as evident by a decrease in suspensions. He has expressed enthusiasm and commitment to advancing the school to dramatically improved student outcomes.</p>	
<p>Data Analysis: There has been a consistent increase in benchmark-reading proficiency from year-to-year and within the same year. There was a 1.2% increase from the first (12.6%) to the third (13.8%) benchmark-reading in 2008-2009 and a 3.2% increase from the first (17.3%) to the third (20.5%) benchmark-reading in 2009-2010. In 2009-2010 there was a 29.1% increase from the first (8.7%) to the third (37.8%) benchmark-math. There have been additional improvements; a 7.36% decrease in the percentage of students who did not advance to the next grade from 2007-2008 (24.57%) to 2008-2009 (17.21%), a 1.7% increase in the attendance rate from 2007-2008 (76.8%) to 2008-2009 (78.5%), and a 14.13% decrease in suspensions from 2007-2008 (86.84%) to 2008-2009 (72.71%).</p>	<p>June and July 2010</p>

Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Funds Requested for 2010-11: \$56,361

Activities for 2010-11	Timelines
<p><i>Tab from last cell below to add additional rows.</i></p> <p>Site administrators will provide a yearly evaluation of department chairs to determine if they will continue in the role based on increasing student achievement.</p>	<p>June 2010</p>
<p>The evaluation system for teachers will incorporate a variety of evaluation methods established around critical components of the transformation model. Effectiveness will be evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Achievement growth is measured using value-added methodology. Cambium will provide evaluation frameworks for instructional staff that can be incorporated into the existing MPS evaluation system.</p> <p>Per MOU with the MTEA, a joint labor management committee will be formed no later than June 30, 2010, that will consist of MPS and MTEA representatives, DPI advisors, and district retained independent experts to develop a teacher performance evaluation system in which teacher impact on student achievement is a significant factor. The evaluation system will include an expedited method for removal of teachers who do not positively impact student achievement from district and state-identified low-performing schools. The committee will conclude its work no later than April 15, 2011. All teachers assigned to Bradley Tech will be evaluated using the new evaluation system commencing with the 2011-2012 school year.</p>	<p>Ongoing, starting September 2010 with value-added component planned during 2010 - 2011 and implemented 2011-2013</p>

Requirement: Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.

Funds Requested for 2010-11: \$56,361

Activities for 2010-11	Timelines
<p><i>Tab from last cell below to add additional rows.</i></p> <p>Staff members who represent the respective departments will determine the criteria of a reward system to increase student achievement that includes: MPS instructional observation, a rubric as designed by Cambium, school wide student value added gains and classroom value added gains. On a monthly basis, departments will analyze student data, reflect on classroom practices and discuss strategies to meet their quarterly incentive goals. A system will be instituted that will reward teachers who demonstrate significant student achievement growth based upon identified assessment tools.</p>	<p>September 2010-June 2012</p>
<p>Principals will earn incentives based on their performance with 75% earned based on school-wide value-added on SIG achievement and attendance goals. The other 25% can be earned based on principal evaluation.</p>	<p>Planning and professional development 2010-2011</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

	Implementation 2011-2013
Systems for recruiting, promoting, supporting, evaluating and compensating teacher teams will be developed and intentionally aligned to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.	Developed by February, 2011
Interviews for highly qualified teachers will be conducted per MOU in Appendix D.	Ongoing from 2010 -2013
Staff luncheons and/or professional materials will be provided for teachers, paraprofessionals, secretaries and safety each semester, to recognize student achievement, including rewards for specific growth, such as improved student attendance, improved universal screening scores, and improved GPA.	Ongoing starting September 2010
Staff readiness for change will be assessed three times per year to monitor motivation.	September, February, May each year
As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmark, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.	September 2010-June 2013
As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.	September 2010-June 2013
A climate committee will be formed to proactively address teacher absences.	September 2010-June 2013

Requirement: Provide ongoing, high-quality, job-embedded professional development.

Funds Requested for 2010-11: \$638,389

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A Memorandum of Understanding has been developed to support mandatory professional development for staff.		September 2010-June 2013
Weekly embedded mandatory professional development sessions will be provided for the following staff members: all teachers, instructional coach, math teacher leader and all administrators. Professional development sessions will be geared toward best practices in instructional technology; best practices in teaching low income and minority students, differentiated instruction based upon student data, and meeting the needs of special education students. A math teacher leader position is being included to provide professional development to teachers.		Ongoing, starting September 2010
Weekly mandatory professional development follow-up will engage teachers in observing colleagues teaching using the methods covered in professional development. Cambium will provide technical support as it relates to areas where teachers are being challenged in the classroom. Cambium will monitor technical support as it relates to professional development based on student work and descriptive feedback provided to teachers.		Ongoing, starting September 2010
Four days of mandatory professional development will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by Cambium facilitators allows teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using Cambium instructional components and engage in collaborative decision making and planning. During the pre-service one to four day workshops, content area teachers of 9 th grade students will receive subject and grade specific professional development. Professional development is also provided to all teachers in the characteristics of adolescents, cooperative learning strategies, the Cambium school climate program, use of Early Warning Indicators (EWI's), teaching in the 90-minute block, 4X4 block schedule and other topics identified through a needs assessment. Instructional coaching support will be provided across all content areas in mathematics, reading, English language arts, science and history to ensure a sound implementation in the instructional program and provide high quality, grade specific support. (Cambium & Bradley Tech)		August 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

The staff and administration of Bradley Tech participated in (February, March, May, June, July & August 2010) professional development sessions to introduce the tenets of Positive Behavior Intervention Supports (PBIS). Staff members provided feedback and additional ideas around implementation of PBIS for the 2010-11 academic year. Monthly PBIS sessions will be attended by students, staff and administrators. The PBIS team (principal, assistant principal(s) safety, building committee member(s), guidance, social worker and classroom teachers) will monitor the progress of PBIS on a monthly basis. Bradley Tech support staff will provide PBIS professional development on banking days.	September 2010
When the school year begins, Bradley Tech support staff in collaboration with Cambium staff will provide weekly job-embedded professional development, including collaborative planning, teaching, modeling new lessons, instructional strategies for teachers and guided reflection with teaching staff. Student outcome data and the evaluation of implementation will guide the scope and sequence of professional development activities. The vendor will provide mandatory individualized professional development to administrators who will visit each 9 th , 10 th , 11 th and 12 th grade classroom to observe and provide descriptive feedback to teachers who are challenged with implementation of the reform efforts. Beginning the week of September 14, 2010, individualized professional development and ongoing follow-up will occur until the teacher improves his/her instructional strategies and demonstrates growth in student achievement. Evidence of student achievement will be based on student work and formative assessments as agreed upon by each department. Cambium will also provide ongoing technical assistance aimed at building capacity of Bradley Tech's staff aligned with Cambium's model.	September 2010 – June 2012
Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.	
Funds Requested for 2010-11: \$78,906	
Activities for 2010-11	Timelines
The principal will utilize MPS' Eroster, the Department of Public Instruction website in collaboration with Milwaukee Public School's Department of Human Resources prior to the start of and during the school year to ensure that 100 percent of their teachers are licensed for their assignment. In an effort to eliminate emergency licensed teachers and given the availability of highly qualified teachers, the MPS Director of Human Resources believes that they will be able to appropriately fill known vacancies.	Twice every term (every 9 weeks)
As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmark, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.	September 2010-June 2013
As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.	September 2010-June 2013
A climate committee will be formed to proactively address teacher absences.	September 2010-June 2013
Per MOU with MTEA, there will be an interview process for all vacant teaching positions. All currently assigned teaching staff who believe they are not compatible with the reform framework will be encouraged to request a voluntary transfer or to notify the principal at the earliest opportunity of their request to excess themselves. During the interview, each item identified for transformation will be discussed to ascertain whether the individual wishes to continue to work at Bradley Tech to support the reform efforts.	May/June 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

Provide a trained mentor for each initial and emergency licensed/permit educator who is new to MPS. The selection process for high performing classroom teachers who will serve as mentors will be based on student data. The new teachers or initial educators will receive mentoring based on student achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan, providing additional resources and support to enhance classroom instruction in the areas of literacy and mathematics. Monitoring will occur on a monthly basis by school based administrators, departmental chairs and Cambium. Evidence will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s).	September 2010-June 2012
The interview panel will create locally adopted criteria for interviewing new teachers. These criteria will address the candidate's commitment to reform and may include writing samples, observation in a classroom, and checking references.	June 2010-June 2012
On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model. Bradley Tech's assistant principals will collaborate with Cambium's team to coordinate and monitor on a monthly basis.	Ongoing, starting September 2010
Provide on-going orientation and support seminars for all initial and emergency license/permit educators including PDP support for all initial educators.	August 2010
Requirement: Use data to identify and implement an instructional program.	
Funds Requested for 2010-11: \$90,179	
Activities for 2010-11	Timelines
Cambium will provide researched-based curricula support and instructional strategies aligned with the Comprehensive Literacy Plan and mathematics. Cambium will provide additional assistance/support for non proficient students needing double or triple doses of reading and/or math.	September 2010-June 2012
Read 180 will support non-proficient regular and special education students.	September 2010-2012
Math and reading universal screener scores will be analyzed to inform instruction across the curriculum by Bradley Tech staff in conjunction with Cambium staff.	Ongoing, quarterly, starting in September 2010
Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with Cambium to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. The data will be collected by the assistant principal and Cambium's team. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, Cambium's team, the math teacher leader and the assistant principal.	Ongoing, starting in September 2010
A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. The social worker, school psychologist, guidance counselors and Cambium staff will lead and monitor the early warning system data on a 6 week basis.	Ongoing, starting in September 2010
Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.	Ongoing, starting in September 2010
The Cambium on-site facilitator will be responsible for collaborating with teaching, administrative, and support staff regarding all data driven activities, including data collection, analysis, interpretation and linking data to interventions and student growth.	Ongoing, starting in September 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model

Bradley Tech

<p>Cambium staff will conduct a school needs-assessment with the staff and students to determine areas of strength and high priority areas for improvement, including identifying barriers for all students achieving at high levels. Non-proficient 9th grade students will participate in a 1st semester freshmen seminar course. Freshmen seminar is a course designed by Johns Hopkins to promote a successful transition from middle to high school. The course was created to expose students to the social and academic skills and increase their understanding of what will be expected of them during their high school experience. Students will participate in report conferences every six weeks in homerooms administered by homeroom teachers. Guidance counselors and assistant principals will be responsible for monitoring with support from Cambium staff.</p>	<p>September 2010-June 2012</p>
<p>Requirement: Promote the continuous use of student data to inform and differentiate instruction.</p>	
<p>Funds Requested for 2010-11: \$123,995</p>	
<p>Activities for 2010-11</p>	<p>Timelines</p>
<p>Leaders and instructional teams in Cambium schools will use common planning time to analyze course performance, attendance and behavior data to assess student progress and coordinate individualized responses. Cambium's data analysis capacity offers schools regular snapshots of performance indicators.</p>	<p>September 2010-June 2012</p>
<p>Teacher absenteeism data will be analyzed on a monthly basis by a climate committee.</p>	<p>September 2010-June 2013</p>
<p>If schools do not meet 95% test participation as determined by corrective action mandates, schools will work with the DIFI Supervisor to submit a rapid plan of compliance.</p>	<p>September 2010-June 2013</p>
<p>At Tier I, differentiated instruction and scaffolding will be provided for all students. Students identified as at-risk in Tier I will receive an intervention aligned to their area of need. When in place, student progress will be implemented by the classroom teacher and monitored by the RtI specialist.</p> <p>Use the Response to Intervention (RtI) framework to identify at-risk students and provide Tier III individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted Exceed data base. The specialist will share the information with the core Regional Administrative Team and Cambium's on-site coordinator. The Regional Administrative Team and the site-coordinator will review the data and create a plan for providing technical assistance. Movement of students between the tiers will be monitored on a monthly basis. The data will be shared with Bradley Tech's administrative team which will be responsible for providing feedback to teachers who are being challenged by implementation of RtI.</p> <p>Students who are identified in the Early Warning System will receive intervention supports at RtI Tier II. If the data is inconsistent, technical assistance will be provided at the teacher level to ensure fidelity. This information will also be shared with school based administrators.</p> <p>On a monthly basis, Bradley Tech's learning team and Cambium will collaborate with the RtI specialist to implement Plan Do Study Act: (1) analyze student level data on attendance, behavior, and course passing during teacher team meetings held during common planning time, (2) after identifying students in need of Tier II and Tier III interventions, discuss and assign interventions and follow-up with struggling students, (3) continue to follow changes in student level data at bi-weekly meetings; have educators assigned to implement interventions, provide updates on students' progress and (4) revise interventions or assign new interventions for students who do not show improvement; celebrate successes of students who do get back on track for graduation.</p>	<p>September 2010-June 2011</p> <p>Weekly and monthly within the RtI framework.</p>
<p>Requirement: Establish schedules and strategies that provide increased learning time.</p>	
<p>Funds Requested for 2010-11: \$33,817</p>	
<p>Activities for 2010-11</p>	<p>Timelines</p>
<p>A Memorandum of Understanding has been developed to facilitate 90 minute block schedules.</p>	<p>September 2010-June 2013</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

Extended class periods of 90-minutes in a 4x4 block schedule will allow time for differentiated instruction and double doses of math and English.	August 2010
Increase language arts and math classes to a full year under the block schedule.	August 2010
Implementation of credit recovery for all students who have not mastered course work standards from the previous semester. The primary focus will be rigorous and relevant course work in the areas of literacy and math. The assistant principals and academic coordinator will monitor progress using the Early Warning System. Courses will be taught by licensed staff.	October 2010-June 2012
Cambium will coordinate a school site schedule for tutoring before and/or after school and during lunch.	September 2010
There will be a summer institute for incoming freshmen and a school-wide summer reading program.	August 2010
Requirement: Provide ongoing mechanisms for family and community engagement.	
Funds Requested for 2010-11: \$33,817	
Activities for 2010-11	Timelines
A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.	September 2010-June 2013
Parents will receive information regarding strategies they can use to assist their children in school. Parents who participate in the Family Literacy sessions will receive information regarding Parent Link, Parent Assist, Naviance universal screeners and individualized student information based on the performance of their child[ren] at that time. Cambium/Educate Today volunteers will collaborate with the teachers of the students to secure information regarding student performance (academic, behavior, attendance). A Cambium parent liaison will follow up with the parents via e-mail or with telephone calls and keep a log.	February 2011 April 2011 June 2011
Cambium format extends the school day with advisories, arts, enrichment and college/career counseling often taught by community members.	September 2010
Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, after third Friday enrollment, all freshmen students and their parents will be expected to participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be provided and monitored by Cambium and Bradley Tech guidance counselors and assistant principals at the end of each semester.	During summer freshman orientation: "Freshman Connection" August 2010 September 2010
A rubric will be created to increase student and parent knowledge base relative to credit attainment and course requirements to ensure that the students are on track for graduation by the end of each school year. Parents will be provided an opportunity to engage in hands-on learning on the Naviance (a postsecondary planning tool; Appendix N) at least twice a year. This will be monitored by Cambium directors, guidance counselors, and assistant principals overseen by the Cambium on-site coordinator.	September 2010/ March 2011
Cambium includes parental involvement at every phase of the transformation effort and will assist in developing a home/school committee, formed with administrator, teacher, and parent representation. Monthly professional development will be provided to help this committee: (1) articulate goals; (2) identify key concerns; (3) provide programs or activities to mitigate key concerns, (4) open lines of communication between parents and educators and (5) foster parents as their child's first teacher.	August 2010-June 2012
Cambium will assist Bradley Tech to establish an action-oriented process for tracking and resolving initial complaints from parents, families and students. This will be monitored on a monthly basis by Cambium. An electronic data log will be created to store information. The school secretary will send a survey to the parent, family or student to ensure their needs have been met.	September 2010 – June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.

Funds Requested for 2010-11: \$56,361

Activities for 2010-11 <i>Tab from last cell below to add additional rows.</i>	Timelines
The eight region structure in the district provides school leaders with accountability and support. School leaders and administrators will work with their regional executive specialist to ensure flexibility in budgeting, staffing, programming and professional development. Monthly operational flexibility meetings in the Metro Region will occur with the regional executive specialist, SELL, and DIFI supervisor for principals to focus on operational flexibility.	August 2010 – June 2013
Cross-curricular academy teams will meet one time a week for common planning to collaborate around instructional planning, writing assessments, reviewing student work, and addressing student learning needs. The Bradley Tech Learning Team will meet monthly to address the same issues and to update the progress in each area listed above.	Ongoing, starting in September 2010

Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

Funds Requested for 2010-11: \$33,817

Activities for 2010-11 <i>Tab from last cell below to add additional rows.</i>	Timelines
Partnering with Cambium provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation (organizational and instructional) of Cambium's transformation reform model.	July 2010-June 2012
A Request for Proposal process following procurement policies will be used to determine a quality, experienced technical assistance provider for the transformation model.	March/April 2010
A contract will be drafted and submitted to the provider selected through the open RFP process.	May/June 2010
A vendor will be secured to provide technical assistance.	May 2010
Notify the school of the vendor's decision to support the school in their transformation efforts.	July 2010
The district management team will provide oversight, technical assistance and increased accountability for the duration of the grant.	July 2010 – June 2012
To strengthen the ability of the current principal to serve as a change agent during the transformation process, to build the capacity of the school's leadership team, and to increase the effectiveness of the instructional staff at Bradley Tech, Cambium Learning and National Academic Educational Partners will assign a Chief Turnaround Officer who will serve as a mentor/coach by working directly with the principal and the leadership team to ensure compliance with transformation federal guidelines and fidelity of implementation of the transformation plan submitted to the State of Wisconsin, as expected by the United States Department of Education.	July 2010 – June 2012
The Chief Turnaround Officer who will be assigned to Bradley Tech will have documented successful experience as a change agent. Documentation will included demonstrated success in improving student achievement in low performing schools in urban districts. The Chief Turnaround Officer will begin mentoring and coaching supports upon confirmation of partnership.	July 2010 - June 2012
Professional development in project management will be required for administrators to ensure successful implementation of the reform efforts. A clear, concise and detailed plan will be crafted to build capacity within the school building to increase student achievement. This will be implemented and monitored by Cambium's Chief Turnaround Officer.	September 2010 - June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
Bradley Tech

Other LEA Activities**Funds Requested for 2010-11: \$0**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Develop a Metro Region multi-school collaborative project team responsible for restructuring the programming process for special needs students in a Most Restrictive Placements and Least Restrictive Environment, so that students with special education needs are taught by certified content area teachers.		<p>July 2010 select team members attend a national conference on special education inclusion in the regular education classroom</p> <p>August 2010 select team members develop an action plan to restructure the school so special education students participate in the general education curriculum taught by certified content area teachers</p> <p>September-June 2010 Special Education Supervisors monitor inclusion of special education students in the general curriculum</p>
All corrective action requirements will be adhered to within the required timeline.		September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student attendance.		September 2010-June 2013
The school is a part of the regional efforts to support restorative practices for conflict resolution.		September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.		September 2010-June 2013
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.		September 2010-June 2013

X. PLAN FOR USE OF FUNDS
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

James Madison Academic Campus

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> <p>By the close of the 2010-2011 school year, the proficiency rate in reading will be 28% as measured on the November, 2011 WKCE.</p>	<u>WKCE</u> <p>JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 74% of the students were not proficient. In 2009-2010, 75% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(308) to Test B (313) (+5). Test B (313) to Test C (309) (-4). Overall average scale score growth increased 1 point.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<u>EARLY WARNING SYSTEM</u> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<u>EARLY WARNING SYSTEM</u> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will</p>	<u>EARLY WARNING SYSTEM</u> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
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Reading Goal	Rationale	Evaluation Methods
	provide immediate opportunities for intense targeted intervention services for those students.	
<u>LITERACY CLIMATE GOALS</u>		
<u>ATTENDANCE</u> <p>Overall student attendance will increase by 10 percentage points from 76% to 86% by the completion of the 2010-2011 academic year.</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>JMAC's 2009-10 attendance rate was 76% compared to 74% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u> <p>During the 2009-2010 school year, 2,119 total suspensions occurred. 65% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 65% to 55% by the completion of the 2010-2011 academic year.</p>	<u>SUSPENSIONS</u> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<u>SUSPENSIONS</u> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
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<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 9 to 7.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 44 teachers at JMAC averaged 9.02 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
<p>2011-12 <u>WKCE</u></p> <p>By the close of the 2011-2012 school year, the proficiency rate in reading will be 33% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 74% of the students were not proficient. In 2009-2010, 75% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
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ATTENDANCE

Overall student attendance will increase by 10 percentage points from 86% to 96% by the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

JMAC's 2009-2010 attendance rate was 76% compared to 74% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

JMAC's learning environment will decrease by 10 percentage points from 55% to 45% by the completion of the 2011-2012 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 7 to 5.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.

The 44 teachers at JMAC's averaged 9.02 days of absence for the past two years.

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

2012-13

<p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in reading will be 43% as measured on the November, 2013 WKCE.</p>	<p><u>WKCE</u></p> <p>JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 74% of the students were not proficient. In 2009-2010, 75% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
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LITERACY CLIMATE GOALS

ATTENDANCE

JMAC will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

JMAC's 2009-10 attendance rate was 76% compared to 74% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in JMAC's learning environment will decrease by 5 percentage points from 45% to 40% by the completion of the 2012-2013 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 1 day each year for 2012-2013 from 5 to 4.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.

The 44 teachers at JMAC averaged 9.02 days of absence for the past two years

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
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Mathematics Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u></p> <p>By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 16% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u></p> <p>JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 90% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-2010 87% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(392) to Test B (317) (-75); Test B (317) to Test C (314) (-3). Overall average scale score growth decreased 78 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

MATHEMATICS CLIMATE GOALS

ATTENDANCE

Overall student attendance will increase by 10 percentage points from 76% to 86% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

JMAC's 2009-10 attendance rate was 76% compared to 74% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 2,119 total suspensions occurred. 65% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 65% to 55% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 9 to 7.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 44 teachers at JMAC averaged 9.02 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
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2011-12**WKCE**

By the close of the 2011-2012 school year, the proficiency rate in mathematics will be 21% as measured on the November, 2012 WKCE.

WKCE

JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 90% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-2010, 87% of the students were not proficient.

WKCE

(Annually)
 Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.

BENCHMARKS

The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.

BENCHMARKS

The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.

BENCHMARKS

(Quarterly)
 District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.
 (Weekly)
 Review of Esis grade book data.
 (Monthly)
 Formative Assessments Aligned to the Standards

TEST PARTICIPATION

100% of students will participate in the universal screener.

TEST PARTICIPATION

Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in mathematics.

TEST PARTICIPATION

(Quarterly)
 District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.
 (Quarterly)
 Schools will complete a plan of compliance to ensure 100% participation.

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)
 Early warning system indicators will be reported after each grading period.
 Review Esis grade book data.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
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MATHEMATICS CLIMATE GOALS

ATTENDANCE

Overall student attendance will increase by 10 percentage points from 86% to 96% by the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

JMAC's 2009-10 attendance rate was 76% compared to 74% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 2,119 total suspensions occurred. 65% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 65% to 55% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 7 to 5.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 44 teachers at JMAC averaged 9.02 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

2012-13

<p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in mathematics will be 31% as measured on the November, 2013 WKCE.</p>	<p><u>WKCE</u></p> <p>JMAC's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 90% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-2010, 87% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link. Benchmark test has been less than 95%. The March 2010 benchmark participation at JMAC indicated 33% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 48, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

MATHEMATICS CLIMATE GOALS

<u>ATTENDANCE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>
<p>JMAC will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.</p>	<p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>JMAC's 2009-2010 attendance rate was 76% compared to 74% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>
<p>Suspensions in JMAC's learning environment will decrease by 5 percentage points from 45% to 40% by the completion of the 2012-2013 academic year.</p>	<p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<u>TEACHER ABSENCES</u>	<u>TEACHER ABSENCES</u>	<u>TEACHER ABSENCES</u>
<p>The average number of teacher absences will decrease by an average of 1 day each year for 2012-2013 from 5 to 4.</p>	<p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 44 teachers at JMAC averaged 9.02 days of absence over the past two years.</p>	<p>(Quarterly)</p> <p>Teacher absence rate report.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

Requirement: Replace the principal who led the school prior to the commencement of the transformation model.

Funds Requested for 2010-11: \$0

Activities for 2010-11	Timelines
<p style="text-align: right;"><i>Tab from last cell below to add additional rows.</i></p> <p>Rationale: A new principal for James Madison Academic Campus will be selected according to the guidelines outlined in the charter. An interview team will be convened from the members of the school governance council to provide a recommendation to the superintendent. The superintendent will make a final decision regarding the new principal by August 15, 2010.</p>	Summer, 2010

Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Funds Requested for 2010-11: \$37,466

Activities for 2010-11	Timelines
<p style="text-align: right;"><i>Tab from last cell below to add additional rows.</i></p> <p>Site administrators will provide a yearly evaluation of department chairs to determine if they will continue in their roles based on increasing student achievement.</p>	June 2010
<p>The focus on instructional leadership and student achievement will be reinforced by the new MPS principal appraisal system which is aligned to the state standards, NISL competencies and student outcomes using value-added methodology.</p>	2010 - 2013
<p>The evaluation system for teachers will incorporate a variety of evaluation methods established around critical components of the transformation model. Effectiveness will be evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Achievement growth is measured using value-added methodology. Project GRAD will provide evaluation frameworks for instructional staff that can be incorporated into the existing MPS evaluation system.</p>	Ongoing, starting September 2010 with value-added component planned during 2010 - 2011 and implemented 2011-2013
<p>Per MOU with the MTEA, a joint labor management committee will be formed no later than June 30, 2010, that will consist of MPS and MTEA representatives, DPI advisors, and district retained independent experts to develop a teacher performance evaluation system in which teacher impact on student achievement is a significant factor. The evaluation system will include an expedited method for removal of teachers who do not positively impact student achievement from district and state-identified low-performing schools. The committee will conclude its work no later than April 15, 2011. All teachers assigned to James Madison Academic Campus will be evaluated using the new evaluation system commencing with the 2011-2012 school year.</p>	

Requirement: Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.

Funds Requested for 2010-11: \$37,466

Activities for 2010-11	Timelines
<p style="text-align: right;"><i>Tab from last cell below to add additional rows.</i></p> <p>As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.</p>	September 2010-June 2013
<p>A climate committee will be formed to proactively address teacher absences.</p>	September 2010-June 2013
<p>Staff members who represent the respective departments will determine the criteria of a reward system to increase student achievement that includes: MPS instructional observation, a rubric as designed by Project GRAD, school wide student value added gains and classroom value added gains. On a monthly basis, departments will analyze student data, reflect on classroom practices and discuss strategies to meet their quarterly incentive goals. A system will be instituted that will reward teachers who demonstrate significant student achievement growth based upon identified assessment tools.</p>	September 2010-June 2012
<p>Principals will earn incentives based on their performance with 75% earned based on school-wide value-added on SIG achievement and attendance goals. The other 25% can be earned based on principal evaluation.</p>	<p>Planning and professional development 2010-2011</p> <p>Implementation 2011-2013</p>
<p>Systems for recruiting, promoting, supporting, evaluating and compensating teacher teams will be developed and intentionally aligned to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.</p>	Developed by February, 2011

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

Interviews for highly qualified teachers will be conducted per MOU in Appendix D.	Ongoing from 2010 -2013
Staff luncheons and/or professional materials will be provided for teachers, paraprofessionals, secretaries and safety each semester, to recognize student achievement, including rewards for specific growth, such as improved student attendance, improved universal screening scores, and improved GPA.	Ongoing starting September 2010
Staff readiness for change will be assessed three times per year to monitor motivation.	September, February, May each year

Requirement: Provide ongoing, high-quality, job-embedded professional development.

Funds Requested for 2010-11: \$374,663

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A Memorandum of Understanding has been developed to support mandatory professional development for staff.		September 2010-June 2011
Weekly embedded mandatory professional development sessions will be provided for the following staff members: all teachers, instructional coach, math teacher leader and all administrators. Professional development sessions will be geared toward best practices in instructional technology; best practices in teaching low income and minority students, differentiated instruction based upon student data, and meeting needs of students with special education needs. A math teacher leader position is being included to provide professional development to teachers.		Ongoing, starting September 2010
Weekly mandatory professional development follow-up will engage teachers in observing colleagues teaching using the methods covered in professional development. Project GRAD will provide technical support as it relates to areas where teachers are being challenged in the classroom. Project GRAD will monitor technical support as it relates to professional development based on student work and descriptive feedback provided to teachers.		Ongoing, starting September 2010
Four days of mandatory professional development will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by Project GRAD facilitators allows teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using Project GRAD instructional components and engage in collaborative decision making and planning. During the pre-service one to four day workshops, content area teachers of 9 th grade students will receive subject- and grade-specific professional development. Professional development is also provided to all teachers in the characteristics of adolescents, cooperative learning strategies, the Project GRAD school climate program, use of Early Warning Indicators (EWI's), teaching in the 90-minute block, 4X4 block schedule and other topics identified through a needs assessment. Instructional coaching support will be provided across all content areas in mathematics and reading, English language arts, science and history to ensure a sound implementation in the instructional program and provide high quality grade specific support. (Project GRAD & James Madison Academic Campus)		August 2010
The staff and administration of James Madison Academic Campus participated in (February, March, May, June, July & August 2010) professional development sessions to introduce the tenets of Positive Behavior Intervention Supports (PBIS). Staff members provided feedback and additional ideas around implementation of PBIS for the 2010-11 academic year. Monthly PBIS sessions will be attended by students, staff and administrators. The PBIS team (principal, assistant principal(s) safety, building committee member(s), guidance, social worker and classroom teachers) will monitor the progress of PBIS on a monthly basis. James Madison Academic Campus support staff will provide PBIS professional development on banking days. Project GRAD works with Positive Behavioral Intervention and Supports. A Project GRAD national data manager will coordinate with MPS to ensure that the principals and teachers collect, analyze and manage data necessary for making instructional decisions.		September 2010
When the school year begins, James Madison Academic Campus support staff in collaboration with Project GRAD staff will provide weekly job-embedded professional development, including collaborative planning, teaching, modeling new lessons, instructional strategies for		September 2010 – June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

teachers and guided reflection with teaching staff. Student outcome data and the evaluation of implementation will guide the scope and sequence of professional development activities. The vendor will provide mandatory individualized professional development to administrators who will visit each 9th, 10th, 11th and 12th grade classroom to observe and provide descriptive feedback to teachers who are challenged with implementation of the reform efforts. Beginning the week of September 14, 2010, individualized professional development and ongoing follow-up will occur until the teacher improves his/her instructional strategies and demonstrates growth in student achievement. Evidence of student achievement will be based on student work and formative assessments as agreed upon by each department. Project GRAD will also provide ongoing technical assistance aimed at building capacity of James Madison Academic Campus's staff aligned with Project GRAD's model.

Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.

Funds Requested for 2010-11: \$52,452

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
The principal will utilize MPS' Eroster, the Department of Public Instruction website in collaboration with Milwaukee Public School's Department of Human Resources prior to the start of and during the school year to ensure that 100 percent of their teachers are licensed for their assignment. In an effort to eliminate emergency licensed teachers and given the availability of highly qualified teachers, the MPS Director of Human Resources believes that they will be able to appropriately fill known vacancies.		Twice every term (every 9 weeks)
As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmark, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.		September 2010-June 2011
Per MOU with MTEA, there will be an interview process for all vacant teaching positions. All currently assigned teaching staff who believe they are not compatible with the reform framework will be encouraged to request a voluntary transfer or to notify the principal at the earliest opportunity of their request to excess themselves. During the interview, each item identified for transformation will be discussed to ascertain whether the individual wishes to continue to work at James Madison Academic Campus to support the reform efforts.		May/June 2010
As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.		September 2010-June 2013
A climate committee will be formed to proactively address teacher absences.		September 2010-June 2013
Provide a trained mentor for each initial and emergency licensed/permit educator who is new to MPS. The selection process for high performing classroom teachers who will serve as mentors will be based on student data. The new teachers or initial educators will receive mentoring based on student achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan, providing additional resources and support to enhance classroom instruction in the areas of literacy and mathematics. Monitoring will occur on a monthly basis by school based administrators, departmental chairs and Project GRAD. Evidence will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s).		September 2010-June 2012
The interview panel will create locally adopted criteria for interviewing new teachers. These criteria will address the candidate's commitment to reform and may include writing samples, observation in a classroom, and checking references.		June 2010-June 2012
On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model. James Madison Academic Campus's assistant principals will		Ongoing, starting September 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

collaborate with Project GRAD's team to coordinate and monitor on a monthly basis.	
Provide on-going orientation and support seminars for all initial and emergency license/permit educators including PDP support for all initial educators.	August 2010
Requirement: Use data to identify and implement an instructional program.	
Funds Requested for 2010-11: \$59,946	
Activities for 2010-11	Timelines
Project GRAD will provide researched-based curricula support and instructional strategies aligned with the Comprehensive Literacy Plan and mathematics. Project GRAD will provide additional assistance/support for non proficient students needing double or triple doses of reading and/or math.	September 2010-June 2012
Read 180 will support non-proficient regular and special education students.	September 2010-June 2012
Math and reading universal screener scores will be analyzed to inform instruction across the curriculum by James Madison Academic Campus staff in conjunction with Project GRAD staff. PROJECT GRAD	Ongoing, quarterly, starting in September 2010
Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with Project GRAD to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. The data will be collected by the assistant principal and Project GRAD's Team. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, Project GRAD's Team, the math teacher leader and the assistant principal.	Ongoing, starting in September 2010
A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. The social worker, school psychologist, guidance counselors and Project GRAD staff will lead and monitor the early warning system data on a 6 week basis.	Ongoing, starting in September 2010
Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.	Ongoing, starting in September 2010
The Project GRAD on-site facilitator will be responsible for collaborating with teaching, administrative, and support staff regarding all data driven activities, including data collection, analysis, interpretation and linking data to interventions and student growth.	Ongoing, starting in September 2010
Project GRAD staff will conduct a school needs-assessment with the staff and students to determine areas of strength and high priority areas for improvement, including identifying barriers for all students achieving at high levels. Non-proficient 9 th grade students will participate in a 1 st semester freshmen seminar course. Freshmen seminar is a course designed by Johns Hopkins to promote a successful transition from middle to high school. The course was created to expose students to the social and academic skills and increase their understanding of what will be expected of them during their high school experience. Students will participate in report conferences every six weeks in homerooms administered by homeroom teachers. guidance counselors and assistant principals will be responsible for monitoring with support from Project GRAD staff.	September 2010-June 2012

Requirement: Promote the continuous use of student data to inform and differentiate instruction.

Funds Requested for 2010-11: \$82,425

Activities for 2010-11	Timelines
Leaders and instructional teams in Project GRAD schools will use common planning time to analyze course performance, attendance and behavior data to assess student progress and	September 2010-June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

coordinate individualized responses. Project GRAD data analysis capacity offers schools regular snapshots of performance indicators.	
Teacher absenteeism data will be analyzed on a monthly basis by a climate committee.	September 2010-June 2013
If schools do not meet 95% test participation as determined by corrective action mandates, schools will work with the DIFI Supervisor to submit a rapid plan of compliance.	September 2010-June 2013
<p>At Tier I, differentiated instruction and scaffolding will be provided for all students. Students identified as at-risk in Tier I will receive an intervention aligned to their area of need. When in place, student progress will be implemented by the classroom teacher and monitored by the RtI specialist.</p> <p>Use the Response to Intervention (RtI) framework to identify at-risk students and provide Tier III individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted Exceed data base. The specialist will share the information with the core Regional Administrative Team and Project GRAD's on-site coordinator. The Regional Administrative Team and the site-coordinator will review the data and create a plan for providing technical assistance. Movement of students between the tiers will be monitored on a monthly basis. The data will be shared with James Madison Academic Campus's administrative team which will be responsible for providing feedback to teachers who are being challenged by implementation of RtI.</p> <p>Students who are identified in the Early Warning System will receive intervention supports at RtI Tier II.. If the data is inconsistent, technical assistance will be provided at the teacher level to ensure fidelity. This information will also be shared with school based administrators.</p> <p>On a monthly basis, the James Madison Academic Campus's learning team and Project GRAD will collaborate with the RtI specialist to implement Plan Do Study Act: (1) analyze student level data on attendance, behavior, and course passing during teacher team meetings, held during common planning time, (2) after identifying students in need of Tier II and Tier III interventions, discuss and assign interventions and follow-up with struggling students, (3) continue to follow changes in student level data at bi-weekly meetings; have educators assigned to implement interventions, provide updates on students' progress and (4) revise interventions or assign new interventions for students who do not show improvement; celebrate successes of students who do get back on track for graduation.</p> <p>Project GRAD's Campus Manager will provide intensive, ongoing services to a predetermined number of students at each school. Referrals may come from faculty or other staff members. The students will be provided any or all of a combination of services including supportive services and guidance, parental involvement, tutoring and access to enrichment activities. If necessary, case management referrals to outside agencies for counseling will be offered.</p>	<p>September 2010-June 2011</p> <p>Weekly and monthly within the RtI framework.</p>
GRAD'S evaluation staff will conduct a needs assessment of James Madison Academic Campus's current capacities and determine necessary adjustments, including the current small learning community structure, to ensure dramatically improving student outcomes in math, literacy, attendance, progress toward graduation and readiness for postsecondary education for students.	First quarter of the first year
GRAD's Safe and Effective Schools Initiative will enable school leaders and teachers to articulate a vision for school climate and academic achievement, and develop research-based strategies for reaching the goals of that vision. Project Grad's staff in collaboration with the principal and other school based administrators will monitor student suspension rates on a monthly basis. Classrooms where suspension rates exceed the district's 40% WTAM target will be observed bi-weekly. Teachers who continue to be challenged will be coached and received bi-weekly feedback until suspension data demonstrates a decline in suspension rates below 40% for those individual classrooms.	August 2010-June 2012
GRAD staff will work with the school leader and key staff to review school-level data on student achievement to identify specific gaps in student learning.	

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

Requirement: Establish schedules and strategies that provide increased learning time.

Funds Requested for 2010-11: \$22,479

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A Memorandum of Understanding has been developed to facilitate 90 minute block schedules.		September 2010-June 2011
The vendor and James Madison Academic Campus staff will work collaboratively to ensure extended learning opportunities are made available for all 9 th , 10 th , 11 th and 12 th grade students.		August 2010-June 2012
Extended class periods of 90-minutes in a 4x4 block schedule will allow time for differentiated instruction and double doses of math and English.		August 2010
Increase language arts and math classes to a full year under the block schedule.		August 2010
Based on school need, Project GRAD in collaboration with district and community initiatives, student academic support is provided through tutoring and support for credit recovery. Additional academic support will occur either before school, after school or during lunch.		September 2010
There will be a summer institute for incoming freshmen and a school-wide summer reading program.		August 2010
Create a master schedule that is child focused to intervene their academic weaknesses and accelerate their strengths. Double dose classes in reading and mathematics will be scheduled for all non-proficient 9 th graders. In-class tutoring and academic support efforts will be coordinated and monitored by the approved vendor, assistant principals and guidance counselors for Tier II and Tier III students.		September 2010-June 2012
The vendor will convene all college access providers that serve James Madison Academic Campus students and other stakeholders to develop a comprehensive college awareness strategy that continues to graduation. This comprehensive college awareness strategy is embedded in the coursework offered and master schedule.		September 2010 – June 2011 planning September 2011- June 2012 implementation
The vendor will conduct a data analysis to better understand the population of over-age and under credited students and develop a multiple pathways strategy to address their needs in the master schedule.		September 2010 – June 2012
Implementation of Credit Recovery after school for all students who have not mastered course work standards from the previous semester. The primary focus will be rigorous and relevant course work in the areas of literacy and math. The assistant principals and academic coordinator will monitor progress using the Early Warning System. Courses will be taught by licensed staff.		October 2010-June 2012

Requirement: Provide ongoing mechanisms for family and community engagement.

Funds Requested for 2010-11: \$22,479

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.		September 2011-June 2013
GRAD uses its Walk for Success TM and Walk for Success Rally TM as constituency building strategies since they raise community awareness of and support for GRAD, foster relationship-building, and empower students, parents and community stakeholders as change agents. The Walk for Success is a door-to-door campaign, visiting the homes of 9 th graders to formalize the college access covenants between GRAD and the families and to serve as a constituency development tool to support academic achievement and develop a college-going culture. This will be monitored monthly by GRAD staff and school based administrators utilizing Early Warning Indicator's.		August 2010-June 2012
GRAD and local schools partner with campus-based social service organizations or implement GRAD's Campus Family Support (CFS) to provide intervention support for student and family needs. The campus manager is the initial point of contact for all community agencies, tutors, mentors and groups offerings support services for the school. In cases where relationships are non-existent, the campus manager identifies those agencies, groups and individuals and ensures		August 2010-June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

that they have the capability and resources to meet the students' needs. This will be monitored on a monthly basis by GRAD staff and school based administrators.	
Parents will receive information regarding strategies they can use to assist their children in school. Parents who participate in the Family Literacy sessions will receive information regarding Parent Link, Parent Assist, Naviance, universal screeners and individualized student information based on the performance of their child[ren] at that time. Project GRAD/Educate Today volunteers will collaborate with the teachers of the students to secure information regarding student performance (academic, behavior, attendance). A Project GRAD parent liaison will follow up with parents via e-mails or with telephone calls while keeping a log.	October 2010 December 2010 February 2011 April 2011 June 2011
Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, after third Friday enrollment, all freshmen students and their parents will be expected to participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be provided and monitored by Project GRAD and James Madison Academic Campus guidance counselors and assistant principals at the end of each semester.	During summer freshman orientation: "Freshman Connection" August 2010 September 2010
A rubric will be created to increase student and parent knowledge base relative to credit attainment and course requirements to ensure that the students are on track for graduation by the end of each school year. Parents will be provided with an opportunity to engage in hands-on learning on the Naviance (a postsecondary planning tool; Appendix N) at least twice a year. This will be monitored by Project GRAD directors, guidance counselors, and assistant principals overseen by the Project GRAD on-site coordinator.	September 2010/ March 2011
Project GRAD will convene bi-monthly community meetings to connect with respective community based organizations/local businesses to collaborate with schools, monitor attendance and provide rewards and incentives for students. Project GRAD will also plan a Service Learning Day for James Madison Academic Campus. This will connect students and the community through a Service Learning Project.	October, December, February, April, June
Project GRAD includes parental involvement at every phase of the transformation effort and will assist in developing a home/school committee, formed with administrator, teacher, and parent representation. Monthly professional development will be provided to help this committee: (1) articulate goals; (2) identify key concerns; (3) provide programs or activities to mitigate key concerns, (4) open lines of communication between parents and educators and (5) foster parents as their child's first teacher.	August 2010-June 2012
Project GRAD will assist James Madison Academic Campus to establish an action-oriented process for tracking and resolving initial complaints from parents, families and students. This will be monitored on a monthly basis by Project GRAD. An electronic data log will be created to store information. The school secretary will send a survey to the parent, family or student to ensure their needs have been met.	September 2010 – June 2012
Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.	
Funds Requested for 2010-11: \$37,466	
Activities for 2010-11	Tab from last cell below to add additional rows. Timelines
The eight region structure in the district provides school leaders with accountability and support. School leaders and administrators will work with their regional executive specialist to ensure flexibility in budgeting, staffing, programming and professional development. Monthly operational flexibility meetings in the transformation region with the administrative executive specialist, SELL, and DIFI supervisors for principals will focus on operational flexibility.	August 2010 – June 2013
Cross-curricular academy teams will meet one time a week for common planning to collaborate around instructional planning, writing assessments, reviewing student work, and addressing student learning needs. The James Madison Academic Campus Learning Team will meet monthly to address the same issues and to update the progress in each area listed above.	Ongoing, starting in September 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

The approved vendor will work with James Madison Academic Campus to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, parent involvement and community partnership development, and even collective bargaining.	September 2010-June 2012
Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	
Funds Requested for 2010-11: \$22,479	
Activities for 2010-11	Timelines
GRAD requires in-school coaches who support data driven instructional and professional development for literacy and mathematics. GRAD's National Coach conducts regular visits to observe and provide support while modeling best practices. The number of days will be determined in accordance with the needs assessment conducted by Project GRAD.	August 2010-June 2012
Partnering with Project GRAD provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation (organizational and instructional) of Project GRAD's transformation reform model.	July 2010-June 2012
A Request for Proposal process following procurement policies will be used to determine a quality, experienced technical assistance provider for the transformation model.	March/April 2010
A contract will be drafted and submitted to the provider selected through the open RFP process.	May/June 2010
A vendor will be secure vendor to provide technical assistance.	May 2010
Notify the school of the vendor's decision to support the school in their transformation efforts.	July 2010
The district management team will provide oversight, technical assistance and increased accountability for the duration of the grant.	July 2010 – June 2012
To strengthen the ability of the current principal to serve as a change agent during the transformation process, to build the capacity of the school's leadership team, and to increase the effectiveness of the instructional staff at James Madison Academic Campus, Project GRAD Learning and National Academic Educational Partners will assign a Chief Turnaround Officer who will serve as a mentor/coach by working directly with the principal and the leadership team to ensure compliance with transformation federal guidelines and fidelity of implementation of the transformation plan submitted to the State of Wisconsin, as expected by the United States Department of Education.	July 2010 – June 2012
The Chief Turnaround Officer that will be assigned to James Madison Academic Campus will have documented successful experience as a change agent to include demonstrated success in improving student achievement in low performing schools in urban districts. The Chief Turnaround Officer will begin mentoring and coaching supports upon confirmation of partnership.	July 2010 - June 2012
Professional development in Project Management will be required for administrators to ensure successful implementation of the reform efforts. A clear, concise and detailed plan will be crafted to build capacity within the school building to increase student achievement. This will be implemented and monitored by Project GRAD's Chief Turnaround Officer.	September 2010 - June 2012

Other LEA Activities**Funds Requested for 2010-11: \$0**

Activities for 2010-11	Timelines
Develop a Metro Region multi-school collaborative project team responsible for restructuring the programming process for special needs students in a Most Restrictive Placements and Least Restrictive Environment, so that special needs students are taught by certified content area teachers.	July 2010 select team members attend a national conference on special education inclusion in the regular education classroom

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
James Madison Academic Campus

	<p>August 2010 select team members develop an action plan to restructure the school so special education students participate in the general education curriculum taught by certified content area teachers</p> <p>September-June 2010 Special Education Supervisors monitor inclusion of special education students in the general curriculum</p>
All corrective action requirements will be adhered to within the required timeline.	September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student attendance.	September 2010-June 2013
The school is a part of the regional efforts to support restorative practices for conflict resolution.	September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.	September 2010-June 2013
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.	September 2010-June 2013

X. PLAN FOR USE OF FUNDS
D. Plan for Implementation of Transformation Model
South Division

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

South Division

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> <p>By the close of the 2010-2011 school year, the proficiency rate in reading will be 27% as measured on the November, 2011 WKCE.</p>	<u>WKCE</u> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 78% of the 10th grade students were not proficient. In 2008-2009, 65% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(302) to Test B (308) (+6) Test B (308) to Test C (314) (+6). Overall average scale score growth increased 12 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<u>EARLY WARNING SYSTEM</u> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<u>EARLY WARNING SYSTEM</u> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9th grade students were identified as repeaters. The frequent tracking of at risk students will</p>	<u>EARLY WARNING SYSTEM</u> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Reading Goal	Rationale	Evaluation Methods
	provide immediate opportunities for intense targeted intervention services for those students.	
<u>LITERACY CLIMATE GOALS</u>		
<u>ATTENDANCE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>
<p>Overall student attendance will increase by 10 percentage points from 72% to 82% by the completion of the 2010-2011 academic year.</p>	<p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>South Division's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.</p> <p>South Division's 2009-10 attendance rate was 72% compared to 73% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>
<p>During the 2009-2010 school year, 1,950 total suspensions occurred. 72% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 72% to 62% by the completion of the 2010-2011 academic year.</p>	<p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Reading Goal	Rationale	Evaluation Methods
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2010-2011 from 15 to 12.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 80 teachers at South Division averaged 14 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly)</p> <p>Teacher absence rate report.</p>
<p>2011-12 <u>Reading Goal:</u></p>		
<p><u>WKCE</u></p> <p>By the close of the 2011-2012 school year, the proficiency rate in reading will be 32% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 78% of the 10th grade students were not proficient. In 2008-2009, 65% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually)</p> <p>Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly)</p> <p>Review of Esis grade book data.</p> <p>(Monthly)</p> <p>Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly)</p> <p>Schools will complete a plan of compliance to ensure 100% participation.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool that is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

LITERACY CLIMATE GOALS**ATTENDANCE**

Overall student attendance will increase by 10 percentage points from 82% to 92% by the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

South Division's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

South Division's 2009-2010 attendance rate was 72% compared to 73% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions from the learning environment will decrease by 10 percentage points from 62% to 52% by the completion of the 2011-2012 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

		learning environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2011-2012 from 12 to 9.</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 80 teachers at South Division averaged 14.86 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly) Teacher absence rate report.</p>
2012-13 <u>Reading Goal:</u>		
<u>WKCE</u> <p>By the close of the 2012-2013 school year, the proficiency rate in reading will be 42% as measured on the November, 2012 WKCE.</p>	<u>WKCE</u> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 78% of the 10th grade students were not proficient. In 2008-2009, 65% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation.</p>

EARLY WARNING SYSTEM**EARLY WARNING SYSTEM****EARLY WARNING SYSTEM**

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

<p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis Grade book data.</p>
<p><u>LITERACY CLIMATE GOALS</u></p>		
<p><u>ATTENDANCE</u></p> <p>Overall student attendance will increase by 3 percentage points from 92% to 95% by the completion of the 2012-1013 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>South Division's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.</p> <p>South Division's 2009-10 attendance rate was 72% compared to 73% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools" May 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly) Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions from the learning environment will decrease by 10 percentage points from 52% to 42% by the completion of the 2012-2013 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly) Monthly comparison report on student suspension for learning environment disruption: last year to current year to date.</p> <p>(Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

	outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	to current year to date.
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2012-20131 from 9 to 6.</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 80 teachers at South Division averaged 14.86 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly) Teacher absence rate report.</p>

Mathematics Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> <p>By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 23% as measured on the November, 2011 WKCE.</p>	<u>WKCE</u> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.</p>	<u>WKCE</u> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in mathematics for 9th graders, average scale score growth from: Test A(286) to Test B (319) (+33); Test B (319) to Test C (315) (-4). Overall average scale score growth increased 29 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in mathematics.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<u>EARLY WARNING SYSTEM</u>	<u>EARLY WARNING SYSTEM</u>	<u>EARLY WARNING SYSTEM</u>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Mathematics Goal	Rationale	Evaluation Methods
The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.	The early warning system is a tool that is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9 th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.	(Quarterly) Early warning system indicators will be reported after each grading period. Review Esis grade book data.

MATHEMATICS CLIMATE GOALS

<u>ATTENDANCE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>
Overall student attendance will increase by 10 percentage points from 72% to 82% by the completion of the 2010-2011 academic year.	<p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>South Division's 2009-10 attendance rate was 72% compared to 73% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>
During the 2009-2010 school year, 1,950 total suspensions occurred. 72% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 72% to 62% by the completion of the 2010-2011 academic year.	<p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Mathematics Goal	Rationale	Evaluation Methods
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2010-2011 from 15 to 12.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 80 teachers at South Division averaged 14.86 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
<p>2011-12 <u>WKCE</u></p> <p>By the close of the 2011-2012 school year, the proficiency rate in reading will be 28% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9th grade students were identified as repeaters. The frequent tracking of at</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Mathematics Goal	Rationale	Evaluation Methods
	risk students will provide immediate opportunities for intense targeted intervention services for those students.	
<u>MATHEMATICS CLIMATE GOALS</u>		
<u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 82% to 92% by the completion of the 2011-2012 academic year.	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. South Division's 2009-10 attendance rate was 72% compared to 73% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison report on attendance: last year to current year to date.
<u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 62% to 52% by the completion of the 2011-2012 academic year.	<u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is students referred to the office for discipline. Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	<u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. (Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2011-2012 from 12 to 9.	<u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow	<u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Mathematics Goal	Rationale	Evaluation Methods
	<p>of instruction.</p> <p>The 80 teachers at South Division averaged 14.86 days of absence over the past two years.</p>	
2012-13		
<p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in reading will be 38% as measured on the November, 2013 WKCE.</p>	<p><u>WKCE</u></p> <p>South Division's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 86% of the 10th grade students were not proficient. In 2008-2009, 81% of the students were not proficient. In 2009-2010, 80% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at South Division indicated 40% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 61, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Mathematics Goal	Rationale	Evaluation Methods
<u>MATHEMATICS CLIMATE GOALS</u>		
<u>ATTENDANCE</u> <p>Overall student attendance will increase by 10 percentage points from 92% to 95% by the completion of the 2012-2013 academic year.</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>South Division's 2009-10 attendance rate was 72% compared to 73% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u> <p>Suspensions from the learning environment will decrease by 10 percentage points from 52% to 42% by the completion of the 2012-2013 academic year.</p>	<u>SUSPENSIONS</u> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<u>SUSPENSIONS</u> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2012-2013 from 9 to 6.</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 80 teachers at South Division averaged 14.86 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly)</p> <p>Teacher absence rate report.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Requirement: Replace the principal who led the school prior to the commencement of the transformation model.

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Talent Development (TD) provides recruitment criteria, interview processes and training to identify, select and support strong school-based leaders.		September 2010-June 2012
<p>The current principal was placed at South Division High School for the 2009-10 school year for the purpose of implementing school reform efforts. This falls within federal guidelines, therefore Maurice Turner will continue as principal of South Division High School. The principal will work closely with Johns Hopkins in transforming the school using the Talent Development model. Mr. Turner is a viable candidate and has the capacity to demonstrate rapid turn around at South Division. In his first year at South Division, Mr. Turner implemented monthly staff meetings and specific criteria for teacher evaluations. He communicated to staff that he is an instructional leader first and foremost. He is visible, approachable, transparent, values staff input, holds his staff accountable for implementation of district initiatives and has high expectations for students, staff, administrators and other personnel. He sponsored staff luncheons for his teacher's to build capacity and increase teacher morale and motivation. South Division demonstrated improvements in both student behavior and student achievement. There were 270 fewer suspensions than the previous year. The students who were proficient on the mathematics benchmark grew from 5% in December to 24% proficient in March. There was also a 6% increase of students who scored proficient on the reading benchmark test. Prior to being assigned as the principal of South Division, Mr. Turner served as principal at Hopkins Elementary School for 6 years. His previous administrative specialist describes him as an instructional leader and active with the school's learning team and uses data to drive instruction. He implemented Project CALL, a systematic way of developing and implementing instructional practices school wide. 2010 WKCE data from Mr. Turner's previous school demonstrated a 7 percentage point increase in Literacy from 34% to 41.9%. Mathematics increased 12.4 percentage points, from 20% to 32.4%. His current administrative specialist characterizes Mr. Turner is a leader who is committed and has the drive to implement the reform efforts with consistency and fidelity. He has the vision and the foresight to build capacity in staff members at South Division. Upon notification of the newly adopted model, he provided a myriad of opportunities to share the specifics of each of the federal requirements with his staff. Mr. Turner also convened a team of staff members to assist in writing goals and activities to support the SIG. This group of individuals clearly understands that shifting their mindset and their instructional focus will serve as a catalyst to increase the number and percentage of students who are proficient/advanced in reading and math at South Division.</p>		2010 – 2013 - ongoing
Coaching for the principal provided through TD will ensure the development of skills to increase the time and appropriate focus on instructional leadership.		2010 - 2012

Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Funds Requested for 2010-11: \$62,321

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
TD engages school leadership and staff in an intensive planning process with TD facilitators and district leaders to design an effective performance evaluation system.		September 2010
Site administrators will provide yearly evaluation of department chairs to determine if they will continue in the role based on increasing student achievement.		June 2010
Clear criteria will be used to evaluate administration, instructional coaches, curriculum generalists, and school leaders. Talent Development will provide rubrics and evaluation frameworks for school leaders and specifically for instructional coaches.		Ongoing, starting September 2010
The evaluation system for teachers will incorporate a variety of evaluation methods established around critical components of the transformation model. Effectiveness will be evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Achievement growth is measured using value-added methodology.		Ongoing, starting September 2010 with value-added component planned during 2010 - 2011 and implemented 2011-

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

<p>Talent Development will provide evaluation frameworks for instructional staff that can be incorporated into the existing MPS evaluation system.</p> <p>Per MOU with the MTEA, a joint labor management committee will be formed no later than June 30, 2010, that will consist of MPS and MTEA representatives, DPI advisors, and district retained independent experts to develop a teacher performance evaluation system in which teacher impact on student achievement is a significant factor. The evaluation system will include an expedited method for removal of teachers who do not positively impact student achievement from district and state-identified low-performing schools school improvement schools. The committee will conclude its work no later than April 15, 2011. All teachers assigned to South Division will be evaluated using the new evaluation system commencing with the 2011-2012 school year.</p>	2013
Requirement: Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.	
Funds Requested for 2010-11: \$62,321	
Activities for 2010-11	Timelines
Talent Development works closely with school and district leaders to ensure recognition and reward for strong performance and provide and analyze student performance data that can be integrated into the LEA's approach for personnel evaluation.	September 2010-June 2012
Staff members who represent the respective departments will determine the criteria of a reward system to increase student achievement that includes: MPS instructional observation, a rubric as designed by Talent Development, school wide student value added gains and classroom value added gains. On a monthly basis departments will analyze student data, reflect on classroom practices and discuss strategies to meet their quarterly incentive goals. A system will be instituted which will reward teachers who demonstrate significant student achievement growth based upon identified assessment tools.	September 2010-June 2012
Principals will earn incentives based on their performance with 75% earned based on school-wide value-added on SIG achievement and attendance goals. The other 25% can be earned based on principal evaluation.	Planning and professional development 2010-2011 Implementation 2011-2013
Systems for recruiting, promoting, supporting, evaluating and compensating teaching talent will be intentionally aligned to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.	2010-2012
Staff luncheons will be provided for teachers, paraprofessionals, secretaries and safety each semester, to be recognized for how they have improved student achievement, including rewards for specific growth, such as improved student attendance, improved universal screening scores, and improved GPA.	Ongoing starting September 2010
Requirement: Provide ongoing, high-quality, job-embedded professional development.	
Funds Requested for 2010-11: \$623,218	
Activities for 2010-11	Timelines
A Memorandum of Understanding has been developed to support mandatory professional development for staff.	September 2010-June 2011
South Division staff members will engage in district level professional development sessions related to the newly adopted Comprehensive Literacy Plan. The Talent Development literacy curriculum will be aligned with the district wide Comprehensive Literacy Plan.	Summer 2010
Talent Development will provide professional development to administrators in the areas of : facilitating the common planning sessions, monitoring conferences, research based instructional practices, classroom observations and evaluations. Individualized professional development will occur for administrators who are challenged with the reform efforts. Administrator's will be required to develop an annual professional growth plan.	September 2010-June 2012
Weekly embedded mandatory professional development sessions will be provided for the	Ongoing, starting September

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
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following staff members: all teachers, Instructional Coach, Math Teacher Leader and all administrators. Professional development sessions will be geared toward best practices in instructional technology; best practices in teaching low income and minority students, differentiated instruction based upon student data, meeting needs of students with special education needs; meeting the needs of bilingual and ELL students utilizing the World-Class Instructional Design and Assessment (WIDA) Consortium professional development resources, and using data to drive instruction. (T D & SD)	2010
Weekly mandatory professional development follow-up will engage teachers in observing colleagues teaching using the methods covered in professional development. (TD & SD)	Ongoing, starting September 2010
Four days of mandatory professional development will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by Talent Development facilitators allows teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using TD instructional components and engage in collaborative decision making and planning. During the pre-service one to four day workshops, content area teachers of 9 th grade students will receive subject and grade specific professional development in TD curricula. Professional development is also provided to all teachers in the characteristics of adolescents, cooperative learning strategies, the TD school climate program, use of Early Warning Indicators (EWI's), teaching in the 90-minute block, 4X4 block schedule and other topics identified through a needs assessment. Instructional coaching support will be provided across all content areas in mathematics, reading, English language arts, science and history ensure a sound implementation in the instructional program and provide high quality grade specific support. (Talent Development & South Division)	August 2010
The staff and administration of South Division participated in (February, May & June 2010) professional development sessions to introduce the tenets of Positive Behavior Intervention Supports (PBIS). Staff members provided feedback and additional ideas around implementation of PBIS for the 2010-2011 academic year. Quarterly PBIS sessions will be attended by staff and administrators. The PBIS team (principal, assistant principal, safety, violence free zone personnel, building committee member, guidance, social worker and classroom teachers) will monitor the progress of PBIS on a monthly basis.	September 2010
When the school year begins, instructional coaches will provide bi-weekly job-embedded professional development, including collaborative planning, teaching, modeling new lessons, instructional strategies for teachers and guided reflection with teaching staff. Student outcome data and the evaluation of implementation will guide the scope and sequence of professional development activities. The vendor will provide mandatory individualized professional development to administrators who will visit each 9 th , 10 th , 11 th and 12 th grade classroom to observe and provide descriptive feedback to teachers who are challenged with implementation of the reform efforts. Beginning the week of September 14, 2010, individualized professional development and ongoing follow-up will occur until the teacher improves his/her instructional strategies and demonstrates growth in student achievement. Evidence of student achievement will be based on student work and formative assessments as agreed upon by each department. TD will also provide ongoing technical assistance aimed at building capacity of the instructional coaches to provide professional development aligned with Talent Development's model. (SD & TD)	September 2010 – June 2012
Professional development opportunities will be explored and initiated for ELL/ESL and regular education teachers aligned with the reform efforts. Professional development will be provided to regular education teachers to ensure that they have a level of understanding of ELL/ESL student needs in general education. Opportunities for ELL/ESL teachers and regular education teachers will be provided for planning and implementation of research based strategies to effectively serve the ELL/ESL population. ELL/ESL teachers will monitor the impact of the professional development on a monthly basis based on student work.	September 2010-June 2012
Travel expenses will be offered to the South Division core team for Talent Development to provide an annual summer Coaches Institute as well as ongoing professional development	Each summer 2011 - 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

through regular school visits by instructional facilitators.

Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.

Funds Requested for 2010-11: \$87,250

Activities for 2010-11	Timelines
Talent Development works with school and district leaders to analyze student needs and create a responsive staffing plan. Small learning community and team structures provide progressive leadership roles for career growth, while teaming and flexible scheduling support staff success and commitment in high-challenge environments.	September 2010-June 2012
As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmark, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.	September 2010-June 2011
As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.	September 2010-June 2013
A climate committee will be formed to proactively address teacher absences.	September 2010-June 2013
The principal will utilize MPS' Eroster, the Department of Public Instruction website in collaboration with Milwaukee Public School's Department of Human Resources before the beginning and during the school year to ensure that 100 percent of their teachers are licensed for their assignment. In an effort to eliminate emergency licensed teachers and given the availability of highly qualified teachers, the MPS Director of Human Resources believes that they will be able to appropriately fill known vacancies.	Once every term (every 9 weeks)
Per MOU with MTEA, there will be an interview process for all vacant teaching positions. All currently assigned teaching staff who believe they are not compatible with the reform framework will be encouraged to request a voluntary transfer or to notify the principal at the earliest opportunity of their request to excess themselves. During the interview each item identified for transformation will be discussed to ascertain whether the individual wishes to continue to work at a "new" South Division.	May/June 2010
The selection process for high performing classroom teachers who will serve as mentors will be based on student data. The new teachers or initial educators will receive mentoring based on student achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan, providing additional resources and support to enhance classroom instruction in the areas of Literacy and Mathematics. Monitoring will occur on a monthly basis by school based administrators and departmental chairs. Evidence will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s).	September 2010-June 2012
The interview panel will create locally adopted criteria for interviewing new teachers. These criteria will address the candidate's commitment to reform and may include writing samples, observation in a classroom, and checking references.	June 2010-June 2012
Hire one full-time in-house substitute teachers through the interview process who will participate in all faculty professional responsibilities. In-house substitute teachers will be evaluated by the same performance measures as the other teaching staff.	September 2010-June 2011
On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model.	Ongoing, starting September 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Requirement: Use data to identify and implement an instructional program.

Funds Requested for 2010-11: \$99,715

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Talent Development provides fully developed researched-based curricula in literacy aligned with the Comprehensive Literacy Plan, mathematics and other areas that engage young learners, close skill gaps and promote standards-based, college preparatory achievement. Extra help courses, and computer-assisted labs in addition to double doses and triple doses of support for students who need it will be provided.		September 2010-June 2012
Read 180 will support non-proficient special and regular education students.		September 2010-June 2012
Math and reading universal screener scores will be analyzed to inform instruction across the curriculum. (SD & TD)		Ongoing, quarterly, starting in September 2010
A local pre- and post- writing assessment will be administered to all students during a common block to determine the next focused area of instruction. (SD & TD)		Ongoing, starting in September 2010
Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with Talent Development and the district level Curriculum Generalist to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan and the district wide pacing guides. The data will be collected by the Instructional Coach, the Curriculum Generalist and the Talent Development site coordinator. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, the Instructional Coach and the Curriculum Generalist. (SD & TD)		Ongoing, starting in September 2010
A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. City Year Corps members will ensure that every student is provided with whole school preventative interventions, such as school-wide positive behavior incentives, school climate improvements, parent/community engagement, and service learning projects. The City Year team will work intensively with these students in-class and through the extended day on literacy, math, attendance, and behavior interventions.		Ongoing, starting in September 2010S
Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.		Ongoing, starting in September 2010
The Talent Development on-site facilitator will be responsible for collaborating with teaching, administrative, and support staff on all data driven activities, including data collection, analysis, interpretation and linking data to interventions and student growth.		Ongoing, starting in September 2010
Conduct a school self-assessment with the staff and students to determine areas of strength and high priority areas for improvement, including identifying barriers to all students achieving at high levels. All 9 th grade students will participate in a 1 st semester freshmen seminar course. Freshmen seminar is a course designed by Johns Hopkins to promote a successful transition from middle to high school. The course was created to expose students to the social and academic skills or understanding of what will be expected of them during their high school experience. Students will participate in report conferences quarterly.		September 2010-June 2012

Requirement: Promote the continuous use of student data to inform and differentiate instruction.

Funds Requested for 2010-11: \$137,107

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Teacher absenteeism data will be analyzed on a monthly basis by a climate committee.		September 2010-June 2013
If schools do not meet 95% test participation as determined by corrective action mandates, schools will work with the DIFI Supervisor to submit a rapid plan of compliance.		September 2010-June 2013
Leaders and instructional teams in TD schools will use common planning time to analyze course performance, attendance and behavior data to assess student progress and coordinate		September 2010-June 2012

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

individualized responses. Talent Development data analysis capacity offers schools regular snapshots of performance indicators.	
<p>At Tier I, differentiated instruction and scaffolding will be provided for all students. Students identified at-risk in Tier I will receive an intervention aligned to their area of need. When in place, student progress will be implemented by the classroom teacher and monitored by the RtI specialist.</p> <p>Use the Response to Intervention (RtI) framework to identify students at-risk and provide tier 3 individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted Exceed data base. The specialist will share the information with the core Regional Administrative Team and the Johns Hopkins on-site coordinator. The Regional Administrative Team and the site-coordinator will review the data and create a plan for providing technical assistance. Movement of students between the tiers will be monitored on a monthly basis. The data will be shared with the principal who will be responsible for providing feedback to teachers who are being challenged by implementation of RtI.</p> <p>Students who are identified in the Early Warning System will receive intervention supports at RtI tier II. If the data is inconsistent, technical assistance will be provided at the teacher level to ensure fidelity. This information will also be shared with school based administrators.</p> <p>On a monthly basis the Learning Team at South Division, City Year Volunteers and Talent Development will collaborate with the RtI specialist to implement Plan Do Study Act: (1) analyze student level data on attendance, behavior, and course passing during teacher team meetings, held during common planning time, (2) after identifying students in need of Tier II and Tier III interventions, discuss and assign interventions and follow-up with struggling students, (3) continue to follow changes in student level data at weekly meetings; have educators assigned to implement interventions, provide updates on students' progress and (4) revise interventions or assign new interventions for students who do not show improvement; celebrate successes of students who do get back on track for graduation.</p>	<p>September 2010-June 2011</p> <p>Weekly and monthly within the RtI framework.</p>
Staff will use multiple data sources to assess student achievement and drive classroom instruction, including classroom assessments based on standards (CABS), universal screener, WKCE, and ACT. Vendor will provide support in the use of data to inform classroom instruction, department work and building decisions.	Ongoing, starting September 2010
Students who are proficient or advanced will be offered the opportunity to register for advanced placement courses to differentiate for advanced students.	September 2010-June 2010
Requirement: Establish schedules and strategies that provide increased learning time.	
Funds Requested for 2010-11: \$37,393	
Activities for 2010-11	Timelines
A Memorandum of Understanding has been developed to facilitate 90 minute block schedules.	September 2010-June 2011
Talent Development schools' extended class period of 90 minutes in a 4x4 block schedule allows time for differentiated instruction and double doses of math and English; an optional 4 x 4 +1(zero hour) format extends the school day with advisories, arts, enrichment and college/career counseling often taught by community members.	September 2010-June 2012
Talent Development works with schools to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, community partnership development, and even collective bargaining.	September 2010-June 2012
School will offer added instructional time by operating a 4X4+1 (zero hour) schedule, allowing for before and/or after school tutoring.	September 2010-June 2012
Reduce passing and lunch time to increase instructional time in the block schedule and improve school climate.	September 2010
Offer school site tutoring before and after school and during lunch.	September 2010

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Summer institute for incoming freshmen and school-wide summer reading program.	August 2010
Double dose classes in reading and mathematics will be scheduled for all freshmen. In-class tutoring and academic support will be provided by City Year Corps members for Tier II and Tier III students.	September 2010-June 2012
Increase language arts and math classes to full year under the block schedule.	August 2008
Requirement: Provide ongoing mechanisms for family and community engagement.	
Funds Requested for 2010-11: \$37,393	
Activities for 2010-11	Timelines
Parents will be invited from respective regions (north, south, east, west) of the community four (twice a semester) times a year informing them of the newly adopted reform efforts and strategies they can utilize to collaborate with South Division to ensure that their children are on target to become proficient. Conversations will center around parental involvement, credit recovery, graduation requirements, attendance, the Early Warning System and other indicator's that are critical to student's graduating from high school. This activity will be supported by the parent coordinator and City Year volunteers. City Year volunteers will measure the impact at the end of each semester by the data that will be tracked through the Early Warning System.	September 2010 November 2010 January 2011 March 2011
John's Hopkins format extends the school day with advisories, arts, enrichment and college/career counseling often taught by community members.	September 2010
A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.	September 2010-June 2013
Talent Development schools will implement a school, family and community partnership action team based on the National Network of Partnership Schools' six types of family and community involvement based on John's Hopkins University Research.	September 2010
Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, after third Friday enrollment, all freshmen students and their parents will participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be monitored by South Division guidance counselors and assistant principals at the end of each semester.	During summer freshman orientation: "Freshman Connection" August 2010
Parents will be invited on a monthly basis to professional development session for teachers. Professional development sessions will meet the needs of parents where the primary language is not English. They will receive information regarding strategies they can use to assist their children in school. Parents who participate in the professional development sessions will receive information regarding Parent Link, Parent Assist and individualized student information based on the performance of their child at that time. City Year volunteers will collaborate with the teachers of the students to secure information regarding student performance (academic, behavior, attendance). City Year volunteers will follow up with the parents via e-mail or with a telephone call and keep a log.	Once a month on a Tuesday
A rubric will be created to increase student and parent knowledge base relative to credit attainment and course requirements to ensure that the students are on track for graduation by the end of each school year. Parents will be provided with an opportunity to engage in hands-on learning on the Naviance (a postsecondary planning tool) at least twice a year. This will be monitored by the guidance counselors, curriculum generalist, instructional coaches, math teacher leader and assistant principals overseen by the Talent Development on-site coordinator.	September 2010/ March 2011
City Year Volunteers convene bi-monthly community meetings to connect with respective community based organizations/local businesses to collaborate with schools, monitor attendance and provide rewards and incentives for students. City Year Volunteers will also plan a Service Learning Day for South Division. This will connect students and the community through a Service Learning Project.	October, December, February, April, June

X. PLAN FOR USE OF FUNDS (cont'd.)
D. Plan for Implementation of Transformation Model
South Division High School

Parent Action Team for Partnership will meet monthly for building parent and community partnerships. South Division currently partners with Latino Community Center, Educator's Credit Union, Harley Davidson and Basics.		September, October, November, December 2010 and January, February, March, April, May, June 2011
Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.		
Funds Requested for 2010-11: \$62,321		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
The eight region structure in the district provides school leaders with accountability and support. School leaders and administrators will work with their regional executive specialist to ensure flexibility in budgeting, staffing, programming and professional development. Monthly operational flexibility meetings in the transformation region with the administrative executive specialist, SELL, and DIFI supervisor for principals will focus on operational flexibility.		August 2010 – June 2013
Change graduation requirements from 22 to 26 credits. (District)		For 2011-12 school year
Cross-curricular academy teams will meet three times a week for common planning and collaboration around instructional planning, writing assessments, reviewing student work, and addressing student learning needs. (SD current)		Ongoing, starting in September 2010
Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.		
Funds Requested for 2010-11: \$37,393		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Partnering with Talent Development provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation of (organizational and instructional) of Talent Developments transformation/turnaround reform model.		September 2010-June 2012
A Request for Proposal process following procurement policies will be used to determine a quality, experienced technical assistance provider for the transformation model.		March/April 2010
A contract will be drafted and submitted to the provider selected through the open RFP process.		May/June 2010
A vendor will be secured to provide technical assistance.		May 2010
Notify the school of the vendor's decision to support the school in their transformation efforts.		July 2010
The district management team will provide oversight, technical assistance and increased accountability for the duration of the grant.		July 2010 – June 2013
Other LEA Activities		
Funds Requested for 2010-11: \$0		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
All corrective action requirements will be adhered to within the required timeline.		September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student attendance.		September 2010-June 2013
The school is a part of the regional efforts to support restorative practices for conflict resolution.		September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.		September 2010-June 2013
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academics focused on the Comprehensive Literacy Plan will be made available to all staff.		September 2010-June 2013
A New Leader Assistant Principal is assigned to work with Bay View's administrative team to support the reform effort.		September 2010-June 2011

X. PLAN FOR USE OF FUNDS
D. Plan for Implementation of Transformation Model
Vincent High School

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name:

Vincent High School

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
2010-11 <u>WKCE</u> <p>By the close of the 2010-2011 school year, the proficiency rate in reading will be 29% as measured on the November, 2011 WKCE.</p>	<u>WKCE</u> <p>Vincent High School's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 69% of the 10th grade students were not proficient. In 2008-2009, 77% of the students were not proficient. In 2009-2010, 74% of the students were not proficient.</p>	<u>WKCE</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(301) to Test B (315) (+14). Test B (315) to Test C (317) (+2). Overall average scale score growth increased 16 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students using similar data over a students' educational career.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 16% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% test participation.</p>

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EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning System is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

LITERACY CLIMATE GOALS**ATTENDANCE**

Overall student attendance will increase by 10 percentage points from 78% to 88% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Vincent High School's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Vincent High School's 2009-2010 attendance rate was 78% compared to 82% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-2010 school year, 2,465 total suspensions occurred. 70% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 70% to 60% by the completion of the 2010-2011 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on

X. PLAN FOR USE OF FUNDS (cont'd.)
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	between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	disciplinary referrals to the office for learning environment disruptions: last year to current year to date.
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 15 to 13.</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly) Teacher absence rate report.</p>
<u>2011-12 WKCE</u> <p>By the close of the 2011-2012 school year, the proficiency rate in reading will be 34% as measured on the November, 2012 WKCE.</p>	<u>WKCE</u> <p>Vincent High School's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 69% of the 10th grade students were not proficient. In 2008-2009, 77% of the students were not proficient. In 2009-2010, 74% of the students were not proficient.</p>	<u>WKCE</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 4 times per year.</p>
<u>BENCHMARKS</u> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.</p>	<u>BENCHMARKS</u> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<u>BENCHMARKS</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<u>TEST PARTICIPATION</u> <p>100% of students will participate in the universal screener.</p>	<u>TEST PARTICIPATION</u> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 15% of the students were not tested in reading.</p>	<u>TEST PARTICIPATION</u> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p>
<u>EARLY WARNING SYSTEM</u> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<u>EARLY WARNING SYSTEM</u> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified</p>	<u>EARLY WARNING SYSTEM</u> <p>(Quarterly) Early warning system indicators will be reported after each grading period.</p>

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	as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.	Review Esis grade book data.
<u>ATTENDANCE</u> <p>Overall student attendance will increase by 10 percentage points from 88% to 95% by the completion of the 2011-2012 academic year.</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Vincent High School's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.</p> <p>Vincent High School's 2009-10 attendance rate was 78% compared to 82% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> <p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u> <p>Suspensions in Vincent High School's learning environment will decrease by 10 percentage points from 60% to 50% by the completion of the 2011-2012 academic year.</p>	<u>SUSPENSIONS</u> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<u>SUSPENSIONS</u> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

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Vincent High School

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 13 to 11.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.

The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)
Teacher absence rate report.

2012-13

WKCE

By the close of the 2012-2013 school year, the proficiency rate in reading will be 44% as measured on the November, 2013 WKCE.

WKCE

Vincent's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in the 2007-2008, 69% of the 10th grade students were not proficient. In 2008-2009, 77% of the students were not proficient. In 2009-2010, 74% of the students were not proficient.

WKCE

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.

BENCHMARKS

The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.

BENCHMARKS

The 2010-2011 universal screener will be required of all 9th - 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.

BENCHMARKS

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.
(Weekly)
Review of Esis grade book data.
(Monthly)
Formative assessments aligned to the standards.

TEST PARTICIPATION

100% of students will participate in the universal screener.

TEST PARTICIPATION

Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 15% of the students were not tested in reading.

TEST PARTICIPATION

(Quarterly)
District universal screener (benchmark assessment) for 9th-12th grade students will be administered 3 times per year.
(Quarterly)
Schools will complete a plan of compliance to ensure 100% participation.

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69 ninth grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)
Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

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LITERACY CLIMATE GOALS

ATTENDANCE

Vincent High School will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

Vincent High School's READ 180 data from 2008-2010 has shown that students who attend Read 180 consistently have greater opportunities to engage in reading instruction and show greater gains than students who do not.

Vincent High School's 2009-10 attendance rate was 78% compared to 82% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)

Monthly comparison report on attendance: last year to current year to date.

SUSPENSIONS

Suspensions in Vincent High School's learning environment will decrease by 10 percentage points from 50% to 40% by the completion of the 2012-2013 academic year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is students referred to the office for discipline.

Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)

Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

(Monthly)

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

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<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2012-2013 from 11 to 9.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly) Teacher absence rate report.</p>
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Mathematics Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u></p> <p>By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 14% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u></p> <p>Vincent High School's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: In 2007-2008, 85% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-2010, 89% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders, average scale score growth from: Test A(294) to Test B (323) (+29); Test B (323) to Test C (316) (-7). Overall average scale score growth increased 22 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 15% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
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<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the Early Warning System will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services to those students to enhance their potential for success.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly)</p> <p>Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>
<p><u>MATHEMATICS CLIMATE GOALS</u></p>		
<p><u>ATTENDANCE</u></p> <p>Overall student attendance will increase by 10 percentage points from 78% to 88% by the completion of the 2010-2011 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Vincent High School's 2009-10 attendance rate was 78% compared to 82% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>During the 2009-2010 school year, 2,465 total suspensions occurred. 70% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 70% to 60% by the completion of the 2010-2011 academic year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>

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Vincent High School

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 2 days each year for 2010-2011 from 15 to 13.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.

The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)

Teacher absence rate report.

2011-12

WKCE

By the close of the 2011-2012 school year, the proficiency rate in mathematics will be 19% as measured on the November, 2012 WKCE.

WKCE

Vincent High School's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 85% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-2010, 89% of the students were not proficient.

WKCE

(Quarterly)

District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.

BENCHMARKS

The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.

BENCHMARKS

The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.

BENCHMARKS

(Quarterly)

District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.

(Weekly)

Review of Esis grade book data.

(Monthly)

Formative assessments aligned to the standards.

TEST PARTICIPATION

100% of students will participate in the universal screener.

TEST PARTICIPATION

Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 15% of the students were not tested in mathematics.

TEST PARTICIPATION

(Quarterly)

District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.

(Quarterly)

Schools will complete a plan of compliance to ensure 100% participation.

EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 71, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)

Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

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MATHEMATICS CLIMATE GOALS

<u>ATTENDANCE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>	<u>ATTENDANCE/SUSPENSIONS/CLIMATE</u>
<p>Overall student attendance will increase by 10 percentage points from 88% to 95% by the completion of the 2011-2012 academic year.</p>	<p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Vincent High School's 2009-10 attendance rate was 78% compared to 82% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p>(Monthly)</p> <p>Monthly comparison report on attendance: last year to current year to date.</p>
<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>	<u>SUSPENSIONS</u>
<p>Suspensions in Vincent High School's learning environment will decrease by 10 percentage points from 60% to 50% by the completion of the 2011-2012 academic year.</p>	<p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly)</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<u>TEACHER ABSENCES</u>	<u>TEACHER ABSENCES</u>	<u>TEACHER ABSENCES</u>
<p>The average number of teacher absences will decrease by an average of 2 days each year for 2011-2012 from 11 to 9.</p>	<p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.</p>	<p>(Quarterly)</p> <p>Teacher absence rate report.</p>

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Vincent High School

2012-13

<p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in mathematics will be 29% as measured on the November, 2013 WKCE.</p>	<p><u>WKCE</u></p> <p>Vincent's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 85% of the 10th grade students were not proficient. In 2008-2009, 84% of the students were not proficient. In 2009-10, 89% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 9th-12th grade students scoring proficient/advanced on the MPS approved universal screener in mathematics will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Vincent High School indicated 15% of the students were not tested in mathematics.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly) District universal screener (benchmark assessment) for 9th -12th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 69, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly) Early Warning System is reported after each quarter grading period. Review Esis grade book data.</p>
<p><u>MATHEMATICS CLIMATE GOALS</u></p>		
<p><u>ATTENDANCE</u></p> <p>Vincent High School will at least maintain their 95% attendance rate, a goal that was attained in the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Vincent High School's 2009-10 attendance rate was 78% compared to 82% in 2008-2009.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly) Monthly comparison report on attendance: last year to current year to date.</p>

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	National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).	
<u>SUSPENSIONS</u> <p>Suspensions in Vincent High School's learning environment will decrease by 10 percentage points from 50% to 40% by the completion of the 2012-13 academic year.</p>	<u>SUSPENSIONS</u> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is students referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<u>SUSPENSIONS</u> <p>(Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>(Monthly) Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<u>TEACHER ABSENCES</u> <p>The average number of teacher absences will decrease by an average of 2 days each year for 2012-2013 from 11 to 9.</p>	<u>TEACHER ABSENCES</u> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pacing and flow of instruction.</p> <p>The 84 teachers at Vincent High School averaged 15 days of absence over the past two years.</p>	<u>TEACHER ABSENCES</u> <p>(Quarterly) Teacher absence rate report.</p>

Requirement: Replace the principal who led the school prior to the commencement of the transformation model.

Funds Requested for 2010-11: \$0

Activities for 2010-11

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Timelines

Rationale: The current principal was placed at Vincent High School October, 2009 in order to

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stabilize the school and begin to implement school reform efforts. The principal had demonstrated success in his previous schools, most recently leading the restart of the newly merged school Northwest Secondary, building a secondary school from two merged middle schools. It was determined that Northwest Secondary was stable and that the skills of the principal were well suited for the reform efforts at Vincent. The October, 2009 start date falls within federal guidelines, therefore, the current principal will continue as principal of Vincent High School. The principal will work closely with the management team to implement the reform model chosen through the RFP process.

Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Funds Requested for 2010-11: \$42,321

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Site administrators will provide a yearly evaluation of department chairs to determine if they will continue in the role based on increasing student achievement.		June 2010
The evaluation system for teachers will incorporate a variety of evaluation methods established around critical components of the transformation model. Effectiveness will be evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth. Achievement growth is measured using value-added methodology. Project GRAD will provide evaluation frameworks for instructional staff that can be incorporated into the existing MPS evaluation system.		Ongoing, starting September 2010 with value-added component planned during 2010 - 2011 and implemented 2011-2013
Per MOU with the MTEA, a joint labor management committee will be formed no later than June 30, 2010, that will consist of MPS and MTEA representatives, DPI advisors, and district retained independent experts to develop a teacher performance evaluation system in which teacher impact on student achievement is a significant factor. The evaluation system will include an expedited method for removal of teachers who do not positively impact student achievement from district and state-identified low-performing schools. The committee will conclude its work no later than April 15, 2011. All teachers assigned to Vincent will be evaluated using the new evaluation system commencing with the 2011-2012 school year.		

Requirement: Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.

Funds Requested for 2010-11: \$42,321

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Staff members who represent the respective departments will determine the criteria of a reward system to increase student achievement that includes: MPS instructional observation, a rubric as designed by Project GRAD, school wide student value added gains and classroom value added gains. On a monthly basis, departments will analyze student data, reflect on classroom practices and discuss strategies to meet their quarterly incentive goals. A system will be instituted that will reward teachers who demonstrate significant student achievement growth based upon identified assessment tools.		September 2010-June 2012
Principals will earn incentives based on their performance with 75% earned based on school-wide value-added on SIG achievement and attendance goals. The other 25% can be earned based on principal evaluation.		Planning and professional development 2010-2011 Implementation 2011-2013
Systems for recruiting, promoting, supporting, evaluating and compensating teacher teams will be developed and intentionally aligned to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.		Developed by February, 2011
Interviews for highly qualified teachers will be conducted per MOU in Appendix D.		Ongoing from 2010 -2013
Staff luncheons and/or professional materials will be provided for teachers, paraprofessionals, secretaries and safety each semester, to be recognized student achievement, including rewards for specific growth, such as improved student attendance, improved universal screening scores, and improved GPA.		Ongoing starting September 2010

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Staff readiness for change will be assessed three times per year to monitor motivation.		September, February, May each year
Requirement: Provide ongoing, high-quality, job-embedded professional development.		
Funds Requested for 2010-11: \$486,786		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A Memorandum of Understanding has been developed to support mandatory professional development for staff.		September 2010-June 2011
Weekly embedded mandatory professional development sessions will be provided for the following staff members: all teachers, instructional coach, math teacher leader and all administrators. Professional development sessions will be geared toward best practices in instructional technology; best practices in teaching low income and minority students, differentiated instruction based upon student data, and meeting the needs of special education students. A math teacher leader position is being included to provide professional development to teachers.		Ongoing, starting September 2010
Weekly mandatory professional development follow-up will engage teachers in observing colleagues teaching using the methods covered in professional development. Project GRAD will provide technical support as it relates to areas where teachers are being challenged in the classroom. Project GRAD will monitor technical support as it relates to professional development based on student work and descriptive feedback provided to teachers.		Ongoing, starting September 2010
Four days of mandatory professional development will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by Project GRAD facilitators allows teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using Project GRAD instructional components and engage in collaborative decision making and planning. During the pre-service one to four day workshops, content area teachers of 9 th grade students will receive subject and grade specific professional development. Professional development is also provided to all teachers in the characteristics of adolescents, cooperative learning strategies, the Project GRAD school climate program, use of Early Warning Indicators (EWI's), teaching in the 90-minute block, 4X4 block schedule and other topics identified through a needs assessment. Instructional coaching support will be provided across all content areas in mathematics and reading, English language arts, science and history to ensure a sound implementation in the instructional program and provide high quality grade specific support. (Project GRAD & Vincent)		August 2010
The staff and administration of Vincent participated in (February, March, May, June, July & August 2010) professional development sessions to introduce the tenets of Positive Behavior Intervention Supports (PBIS). Staff members provided feedback and additional ideas around implementation of PBIS for the 2010-11 academic year. Monthly PBIS sessions will be attended by students, staff and administrators. The PBIS team (principal, assistant principal(s) safety, building committee member(s), guidance, social worker and classroom teachers) will monitor the progress of PBIS on a monthly basis. Vincent support staff will provide PBIS professional development on banking days. Project GRAD works with Positive Behavioral Intervention and Supports. A Project GRAD national data manager will coordinate with MPS to ensure that the principals and teachers collect, analyze and manage data necessary for making instructional decisions.		September 2010
When the school year begins, Vincent support staff in collaboration with Project GRAD staff will provide weekly job-embedded professional development, including collaborative planning, teaching, modeling new lessons, instructional strategies for teachers and guided reflection with teaching staff. Student outcome data and the evaluation of implementation will guide the scope and sequence of professional development activities. The vendor will provide mandatory individualized professional development to administrators who will visit each 9 th , 10 th , 11 th and 12 th grade classroom to observe and provide descriptive feedback to teachers who are challenged with implementation of the reform efforts. Beginning the week of September 14, 2010, individualized professional development and ongoing follow-up will occur until the teacher		September 2010 – June 2012

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improves his/her instructional strategies and demonstrates growth in student achievement. Evidence of student achievement will be based on student work and formative assessments as agreed upon by each department. Project GRAD will also provide ongoing technical assistance aimed at building capacity of Vincent's staff aligned with Project GRAD's model.

Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.

Funds Requested for 2010-11: \$59,250

Activities for 2010-11	Timelines
<p style="text-align: right;"><i>Tab from last cell below to add additional rows.</i></p> <p>The principal will utilize MPS' Eroster, the Department of Public Instruction website in collaboration with Milwaukee Public School's Department of Human Resources prior to the start and during the school year to ensure that 100 percent of their teachers are licensed for their assignment. In an effort to eliminate emergency licensed teachers and given the availability of highly qualified teachers, the MPS Director of Human Resources believes that they will be able to appropriately fill known vacancies.</p>	Twice every term (every 9 weeks)
<p>As needed, if a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmark, non-retention procedures are clarified through a Memorandum of Understanding with the Milwaukee Teacher's Education Association.</p>	September 2010-June 2011
<p>As teacher effectiveness is enhanced through participation in the reform efforts, they will receive multiple opportunities to be involved in planning for implementation and professional development.</p>	September 2010-June 2013
<p>A climate committee will be formed to proactively address teacher absences.</p>	September 2010-June 2013
<p>Per MOU with MTEA, there will be an interview process for all vacant teaching positions. All currently assigned teaching staff who believe they are not compatible with the reform framework will be encouraged to request a voluntary transfer or to notify the principal at the earliest opportunity of their request to excess themselves. During the interview, each item identified for transformation will be discussed to ascertain whether the individual wishes to continue to work at Vincent to support the reform efforts.</p>	May/June 2010
<p>Provide a trained mentor for each initial and emergency licensed/permit educator who is new to MPS. The selection process for high performing classroom teachers who will serve as mentors will be based on student data. The new teachers or initial educators will receive mentoring based on student achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan, providing additional resources and support to enhance classroom instruction in the areas of literacy and mathematics. Monitoring will occur on a monthly basis by school based administrators, departmental chairs and Project GRAD. Evidence will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s).</p>	September 2010-June 2012
<p>The interview panel will create locally adopted criteria for interviewing new teachers. These criteria will address the candidate's commitment to reform and may include writing samples, observation in a classroom, and checking references.</p>	June 2010-June 2012
<p>On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model. Vincent's assistant principals will collaborate with Project GRAD's team to coordinate and monitor on a monthly basis. PROJECT GRAD</p>	Ongoing, starting September 2010
<p>Provide on-going orientation and support seminars for all initial and emergency license/permit educators including PDP support for all initial educators.</p>	August 2010

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Requirement: Use data to identify and implement an instructional program.

Funds Requested for 2010-11: \$67,715

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Project GRAD will provide researched-based curricula support and instructional strategies aligned with the Comprehensive Literacy Plan and mathematics in grades 9-12. Project GRAD will provide additional assistance/support for non proficient students needing double or triple doses of reading and/or math.		September 2010-June 2012
Read 180 will support non-proficient regular and special education students.		September 2010-June 2012
Math and reading universal screener scores will be analyzed to inform instruction across the curriculum by Vincent staff in conjunction with Project GRAD staff. PROJECT GRAD		Ongoing, quarterly, starting in September 2010
Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with Project GRAD to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. The data will be collected by the assistant principal and Project GRAD's Team. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, Project GRAD's Team, the math teacher leader and the assistant principal.		Ongoing, starting in September 2010
A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. The Social Worker, School Psychologist, Guidance counselors and Project GRAD staff will lead and monitor the early warning system data on a 6 week basis.		Ongoing, starting in September 2010
Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.		Ongoing, starting in September 2010
The Project GRAD on-site facilitator will be responsible for collaborating with teaching, administrative, and support staff regarding all data driven activities, including data collection, analysis, interpretation and linking data to interventions and student growth.		Ongoing, starting in September 2010
Project GRAD staff will conduct a school needs-assessment with the staff and students to determine areas of strength and high priority areas for improvement, including identifying barriers for all students achieving at high levels. Non-proficient 9 th grade students will participate in a 1 st semester freshmen seminar course. Freshmen seminar is a course designed by Johns Hopkins to promote a successful transition from middle to high school. The course was created to expose students to the social and academic skills and increase their understanding of what will be expected of them during their high school experience. Students will participate in report conferences every six weeks in homerooms administered by homeroom teachers. Guidance counselors and assistant principals will be responsible for monitoring with support from Project GRAD staff.		September 2010-June 2012

Requirement: Promote the continuous use of student data to inform and differentiate instruction.

Funds Requested for 2010-11: \$93,108

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Leaders and instructional teams in Project GRAD schools will use common planning time to analyze course performance, attendance and behavior data to assess student progress and coordinate individualized responses. Project GRAD data analysis capacity offers schools regular snapshots of performance indicators.		September 2010-June 2012
Teacher absenteeism data will be analyzed on a monthly basis by a climate committee.		September 2010-June 2013
If schools do not meet 95% test participation as determined by corrective action mandates, schools will work with the DIFI Supervisor to submit a rapid plan of compliance.		September 2010-June 2013
At Tier I, differentiated instruction and scaffolding will be provided for all students. Students		September 2010-June 2011

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identified as at-risk in Tier I will receive an intervention aligned to their area of need. When in place, student progress will be implemented by the classroom teacher and monitored by the RtI specialist.

Use the Response to Intervention (RtI) framework to identify at-risk students and provide Tier III individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted Exceed data base. The specialist will share the information with the core Regional Administrative Team and Project GRAD's on-site coordinator. The Regional Administrative Team and the site-coordinator will review the data and create a plan for providing technical assistance. Movement of students between the tiers will be monitored on a monthly basis. The data will be shared with Vincent's administrative team which will be responsible for providing feedback to teachers who are being challenged by implementation of RtI.

Students who are identified in the Early Warning System will receive intervention supports at RtI Tier II.. If the data is inconsistent, technical assistance will be provided at the teacher level to ensure fidelity. This information will also be shared with school based administrators.

On a monthly basis, the Vincent's learning team and Project GRAD will collaborate with the RtI specialist to implement Plan Do Study Act: (1) analyze student level data on attendance, behavior, and course passing during teacher team meetings, held during common planning time, (2) after identifying students in need of Tier II and Tier III interventions, discuss and assign interventions and follow-up with struggling students, (3) continue to follow changes in student level data at bi-weekly meetings; have educators assigned to implement interventions, provide updates on students' progress and (4) revise interventions or assign new interventions for students who do not show improvement; celebrate successes of students who do get back on track for graduation.

Project GRAD's Campus Manager provides intensive, ongoing services to a predetermined number of students at each school. Referrals may come from faculty or other staff members. The students will be provided any or all of a combination of services including supportive services and guidance, parental involvement, tutoring and access to enrichment activities. If necessary, case management referrals to outside agencies for counseling will be offered.

GRAD'S evaluation staff will conduct a needs assessment of Vincent's current capacities and determine necessary adjustments, including the current small learning community structure, to ensure dramatically improving student outcomes in math, literacy, attendance, progress toward graduation and readiness for postsecondary education for students.

GRAD's Safe and Effective Schools Initiative enables school leaders and teachers to articulate a vision for school climate and academic achievement, and develop research-based strategies for reaching the goals of that vision. Project Grad's staff in collaboration with the principal and other school based administrators will monitor student suspension rates on a monthly basis. Classrooms where suspension rates exceed the district's 40% WTAM target will be observed bi-weekly. Teachers who continue to be challenged will be coached and received bi-weekly feedback until suspension data demonstrates a decline in suspension rates below 40% for those individual classrooms.

GRAD staff will work with the school leader and key staff to review school-level data on student achievement to identify specific gaps in student learning.

Weekly and monthly within the RtI framework.

First quarter of the first year

August 2010-June 2012

Requirement: Establish schedules and strategies that provide increased learning time.

Funds Requested for 2010-11: \$25,392

Activities for 2010-11

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Timelines

A Memorandum of Understanding has been developed to facilitate 90 minute block schedules.

September 2010-June 2011

Extend class periods of 90-minutes in a 4x4 block schedule will allow time for differentiated instruction and double doses of math and English.

August 2010

Increase language arts and math classes to a full year under the block schedule.

August 2010

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The approved vendor will work with Vincent to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, parent involvement and community partnership development, and even collective bargaining.	September 2010-June 2012
Create a master schedule that is child focused to intervene their academic weaknesses and accelerate their strengths Double dose classes in reading and mathematics will be scheduled for all non-proficient 9 th graders. In-class tutoring and academic support efforts will be coordinated and monitored by the approved vendor, assistant principals and guidance counselors for Tier II and Tier III students.	September 2010-June 2012
The vendor will convene all college access providers that serve Vincent students and other stakeholders to develop a comprehensive college awareness strategy that continues to graduation. This comprehensive college awareness strategy is embedded in the coursework offered and master schedule.	September 2010 – June 2011 planning September 2011- June 2012 implementation
The vendor will conduct a data analysis to better understand the population of over-age and under credited students and develop a multiple pathways strategy to address their needs in the master schedule.	September 2010 – June 2012
Implementation of Credit Recovery after school for all students who have not mastered course work standards from the previous semester. The primary focus will be rigorous and relevant course work in the areas of literacy and math. The assistant principals and academic coordinator will monitor progress using the Early Warning System. Courses will be taught by licensed staff.	October 2010-June 2012
Based on school need, Project GRAD in collaboration with the district and community initiatives, student academic support will be provided through tutoring and support for credit recovery. Additional academic support will occur either before school, after school or during lunch.	September 2010
There will be a summer institute for incoming freshmen and a school-wide summer reading program.	August 2010
Requirement: Provide ongoing mechanisms for family and community engagement.	
Funds Requested for 2010-11: \$25,392	
Activities for 2010-11	Timelines
A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.	September 2010-June 2013
GRAD uses its Walk for Success TM and Walk for Success Rally TM as constituency building strategies since they raise community awareness of and support for GRAD, foster relationship-building, and empower students, parents and community stakeholders as change agents. The Walk for Success is a door-to-door campaign, visiting the homes of 9 th graders to formalize the college access covenants between GRAD and the families and to serve as a constituency development tool to support academic achievement and develop a college-going culture. This will be monitored monthly by GRAD staff and school based administrators utilizing Early Warning Indicator's.	August 2010-June 2012
GRAD and local schools partner with campus-based social service organizations or implement GRAD's Campus Family Support (CFS) to provide intervention support for student and family needs. The campus manager is the initial point of contact for all community agencies, tutors, mentors and groups offerings support services for the school. In cases where relationships are non-existent, the campus manager identifies those agencies, groups and individuals and ensures that they have the capability and resources to meet the students' needs. This will be monitored on a monthly basis by GRAD staff and school based administrators.	August 2010-June 2012
Parents will receive information regarding strategies they can use to assist their children in school. Parents who participate in the Family Literacy sessions will receive information regarding Parent Link, Parent Assist, Naviance universal screeners and individualized student information based on the performance of their child[ren] at that time. A Project GRAD/Educate Project GRAD parent liaison will follow up with parents via e-mail or with telephone calls and	October 2010 December 2010 February 2011 April 2011 June 2011

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keep a log.	
Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, after third Friday enrollment, all freshmen students and their parents will be expected to participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be provided and monitored by Project GRAD and Vincent guidance counselors and assistant principals at the end of each semester.	During summer freshman orientation: "Freshman Connection" August 2010 September 2010
A rubric will be created to increase student and parent knowledge base relative to credit attainment and course requirements to ensure that the students are on track for graduation by the end of each school year. Parents will be provided with an opportunity to engage in hands-on learning on the Naviance (a postsecondary planning tool; Appendix N) at least twice a year. This will be monitored by Project GRAD directors, guidance counselors, and assistant principals overseen by the Project GRAD on-site coordinator.	September 2010/ March 2011
Project GRAD will convene bi-monthly community meetings to connect with respective community based organizations/local businesses to collaborate with schools, monitor attendance and provide rewards and incentives for students. Project GRAD will also plan a Service Learning Day for Vincent. This will connect students and the community through a Service Learning Project.	October, December, February, April, June
Project GRAD includes parental involvement at every phase of the transformation effort and will assist in developing a home/school committee, formed with administrator, teacher, and parent representation. Monthly professional development will be provided to help this committee: (1) articulate goals; (2) identify key concerns; (3) provide programs or activities to mitigate key concerns, (4) open lines of communication between parents and educators and (5) foster parents as their child's first teacher.	August 2010-June 2012
Project GRAD will assist Vincent to establish an action-oriented process for tracking and resolving initial complaints from parents, families and students. This will be monitored on a monthly basis by Project GRAD. An electronic data log will be created to store information. The school secretary will send a survey to the parent, family or student to ensure their needs have been met.	September 2010 – June 2012
Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.	
Funds Requested for 2010-11: \$42,321	
Activities for 2010-11	Timelines
The eight region structure in the district provides school leaders with accountability and support. School leaders and administrators will work with their regional executive specialist to ensure flexibility in budgeting, staffing, programming and professional development. Monthly operational flexibility meetings in the transformation region with the administrative executive specialist, SELL, and DIFI supervisor for principals will focus on operational flexibility.	August 2010 – June 2013
Cross-curricular academy teams will meet one time a week to collaborate around instructional planning, writing assessments, reviewing student work, and addressing student learning needs. The Vincent Learning Team will meet monthly to address the same issues and to update the progress in each area listed above.	Ongoing, starting in September 2010
Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization	
Funds Requested for 2010-11: \$43,416	
Activities for 2010-11	Timelines
GRAD requires in-school coaches who support data driven instructional and professional development for literacy and mathematics. GRAD's National Coach conducts regular visits to observe and provide support while modeling best practices. The number of days will be determined in accordance with the needs assessment conducted by Project GRAD.	August 2010-June 2012

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Partnering with Project GRAD provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation (organizational and instructional) of Project GRAD's transformation reform model.	July 2010-June 2012
A Request for Proposal process following procurement policies will be used to determine a quality, experienced technical assistance provider for the transformation model.	March/April 2010
A contract will be drafted and submitted to the provider selected through the open RFP process.	May/June 2010
A vendor will be secured to provide technical assistance.	May 2010
Notify the school of the vendor's decision to support the school in their transformation efforts.	July 2010
The district management team will provide oversight, technical assistance and increased accountability for the duration of the grant.	July 2010 – June 2012
To strengthen the ability of the current principal to serve as a change agent during the transformation process, to build the capacity of the school's leadership team, and to increase the effectiveness of the instructional staff at Vincent, Project GRAD Learning and National Academic Educational Partners will assign a Chief Turnaround Officer who will serve as a mentor/coach by working directly with the principal and the leadership team to ensure compliance with transformation federal guidelines and fidelity of implementation of the transformation plan submitted to the State of Wisconsin, as expected by the United States Department of Education.	July 2010 – June 2012
The Chief Turnaround Officer who will be assigned to Vincent will have documented successful experience as a change agent to include demonstrated success in improving student achievement in low performing schools in urban districts. The Chief Turnaround Officer will begin mentoring and coaching supports upon confirmation of partnership.	July 2010 - June 2012
Professional development in Project Management will be required for administrators to ensure successful implementation of the reform efforts. A clear, concise and detailed plan will be crafted to build capacity within the school building to increase student achievement. This will be implemented and monitored by Project GRAD's Chief Turnaround Officer.	September 2010 - June 2012

Other LEA Activities

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Develop a Metro Region multi-school collaborative project team responsible for restructuring the programming process for special needs students in a Most Restrictive Placements and Least Restrictive Environment, so that special needs students are taught by certified content area teachers.		<p>July 2010 select team members attend a national conference on special education inclusion in the regular education classroom</p> <p>August 2010 select team members develop an action plan to restructure the school so special education students participate in the general education curriculum taught by certified content area teachers</p> <p>September-June 2010 Special Education Supervisors monitor inclusion of special education students in the general curriculum</p>
All corrective action requirements will be adhered to within the required timeline.		September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student		September 2010-June 2013

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D. Plan for Implementation of Transformation Model
Vincent High School

attendance.	
The school is a part of the regional efforts to support restorative practices for conflict resolution.	September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.	September 2010-June 2013
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.	September 2010-June 2013